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## ABSTRACT

Data derived via questionnaire from a black and white female subsample (N=1,670) of Louisiana high school seniors were utilized to test eight hypotheses which addressed the relationship between athletic participation and female achievement orientations. School type (public-parochial), residence (rural-urban), and school size (large-small) were criteria employed for the selected high schools. The variables employed were: sex; race; father's and mother's education; father's occupation; occupational and educational aspirations; significant other influence; academic performance; athletic behavior; parental achievement socialization; materialistic achievement orientation; and deferred gratification. Results indicated that interscholastic athletic participation was not strongly related to achievement orientations of both black and white females. All variables evaluated exhibited relatively weak relationships, and no major associations between achievement orientation and athletic participation were found. One major "serendipitous" finding was that black females, both athletes and nonathletes, had stronger materialistic orientations and were more willing to defer gratification for future career achievements than their white counterparts. (JC)

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ATHLETIC BEHAVIOR AND ACHIEVEMENT ORIENTATIONS  
OF FEMALE ADOLESCENTS: A BLACK-WHITE COMPARATIVE ANALYSIS

A Thesis

by

JAMES A. BUTLER, JR.

Submitted to the Graduate College of  
Texas A&M University  
in partial fulfillment of the requirement for the degree of  
MASTER OF SCIENCE

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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May 1976

DEDICATION

To my family, both immediate and extended.



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and Kathy Anders for typing the final copy.

## ABSTRACT

## Athletic Behavior and Achievement Orientations

of Female Adolescents: A Black-White

Comparative Analysis. (May 1976)

James A. Butler, Jr., B.A.,

University of Southwestern Louisiana

Chairman of Advisory Committee: Dr. J. Steven Picou

The primary objective of this thesis was to determine the relationship between athletic participation and female achievement orientations. Specifically, the study focused on the relationship between female athletes and non-athletes, both black and white, and theoretical linkages associated with interscholastic athletics and youth socialization.

The source of the data comes from a larger Louisiana youth study that selected high school seniors, both male and female, for the state in the fall of 1970. A sample size of 1,670 female adolescents comprised the analysis data set.

The results indicated that interscholastic athletic participation was not strongly related to achievement orientations of both black and white females. All variables evaluated exhibited relatively weak relationships; and no major associations between achievement orientation and athletic participation was found. One major serendipitous finding was that black females, both athletes and nonathletes, had stronger materialistic orientations and were more willing to defer gratification for future career achievements than their white counter-

parts. The theoretical implications of these results are discussed, and limitations of the study are presented along with suggestions for future research.

## TABLE OF CONTENTS

|                                                                                                              | Page |
|--------------------------------------------------------------------------------------------------------------|------|
| ABSTRACT . . . . .                                                                                           | iii  |
| ACKNOWLEDGEMENTS . . . . .                                                                                   | vi   |
| LIST OF TABLES . . . . .                                                                                     | ix   |
| CHAPTER I. INTRODUCTION . . . . .                                                                            | 1    |
| Study Objectives and Hypotheses . . . . .                                                                    | 2    |
| CHAPTER II. REVIEW OF LITERATURE: AN OVERVIEW OF<br>CONCEPTUAL, THEORETICAL AND EMPIRICAL RESEARCH . . . . . | 5    |
| Introduction . . . . .                                                                                       | 5    |
| Sport and Athletic Behavior: Toward a<br>Sociological Conceptualization . . . . .                            | 5    |
| Toward a Sociological Definition of Sport . . . . .                                                          | 8    |
| Women in Sport: A Brief Overview . . . . .                                                                   | 11   |
| Sport Participation and Status Aspirations. . . . .                                                          | 15   |
| Theoretical Orientation . . . . .                                                                            | 25   |
| A Note on Limitations of the Literature . . . . .                                                            | 28   |
| CHAPTER III. METHODOLOGY. . . . .                                                                            | 30   |
| The Data. . . . .                                                                                            | 30   |
| Operationalization of Variables and Definitions . . . . .                                                    | 30   |
| Statistical Analysis . . . . .                                                                               | 34   |
| CHAPTER IV. DATA ANALYSIS . . . . .                                                                          | 36   |
| General Background Characteristics of Respondents . . . . .                                                  | 36   |
| Evaluation of Study Hypotheses. . . . .                                                                      | 44   |
| CHAPTER V. SUMMARY AND CONCLUSIONS . . . . .                                                                 | 81   |
| Summary of Major Findings . . . . .                                                                          | 81   |
| Theoretical Implications. . . . .                                                                            | 84   |
| Limitations and Suggestions for Future Research . . . . .                                                    | 86   |
| REFERENCES . . . . .                                                                                         | 89   |
| APPENDIX A . . . . .                                                                                         | 100  |
| VITA . . . . .                                                                                               | 118  |



## LIST OF TABLES

| Table                                                                                                          | Page |
|----------------------------------------------------------------------------------------------------------------|------|
| 1. Racial Distribution of Athletes and Non-athletes . . . . .                                                  | 37   |
| 2. Race and Athletic Status of Respondents by<br>Residence . . . . .                                           | 38   |
| 3. Parental Marital Status of Black and White<br>Female Adolescents by Athletic Status . . . . .               | 39   |
| 4. Father's Educational Achievement by Race and<br>Athletic Status. . . . .                                    | 40   |
| 5. Mother's Educational Achievement Level by<br>Race and Athletic Status . . . . .                             | 41   |
| 6. Fathers' Occupation by Race and Athletic Status<br>(High and Low) . . . . .                                 | 42   |
| 7. Fathers' Occupation by Race and Athletic Status. . . . .                                                    | 43   |
| 8. Levels of Educational Aspirations of Black and White<br>Female Adolescents by Athletic Status. . . . .      | 45   |
| 9. Occupational Aspirations of Black and White Female<br>Adolescents by Athletic Status . . . . .              | 47   |
| 10. Materialistic Orientations of Black and White Female<br>Adolescents by Athletic Status (Item 1-3). . . . . | 50   |
| 11. Materialistic Orientations of Black and White Female<br>Adolescents by Athletic Status (Item 4-6). . . . . | 54   |
| 12. High School Academic Performance by Race and<br>Athletic Status. . . . .                                   | 59   |
| 13. Mean Grade Point for Respondents by Race and<br>Athletic Status. . . . .                                   | 60   |
| 14. Educational Plans of Peers by Race and<br>Athletic Status. . . . .                                         | 61   |
| 15. Parental Educational Encouragement by Race<br>and Athletic Status. . . . .                                 | 63   |
| 16. Teachers' Educational Encouragement by Race<br>and Athletic Status. . . . .                                | 64   |
| 17. Parental Achievement Socialization by Respondents<br>by Race and Athletic Status (Item 1) . . . . .        | 65   |

## LIST OF TABLES (cont'd)

| Table                                                                                                    | Page |
|----------------------------------------------------------------------------------------------------------|------|
| 18. Parental Achievement Socialization of Respondents<br>by Race and Athletic Status (Item 2) . . . . .  | 66   |
| 19. Parental Achievement Socialization of Respondents<br>by Race and Athletic Status (Item 3) . . . . .  | 68   |
| 20. Deferred Gratification Attitudes of Respondents<br>by Race and Athletic Status (Items 1-3) . . . . . | 70   |
| 21. Deferred Gratification Attitudes of Respondents<br>by Race and Athletic Status (Items 4-6) . . . . . | 74   |
| 22. Summary of Evaluation of Hypotheses . . . . .                                                        | 79   |

1

## CHAPTER I

### INTRODUCTION

In our present era of rapid social change and technological advancement, the changing role of women in society has become a topic of interest for scientific social research. One specific area of scientific concern is the achievement process of women in modern society. It is a well-known fact that women do not hold occupational statuses and educational achievements commensurate with the achievements of their male counterparts (Epstein, 1970; Sewell, 1971). This state of affairs has fostered many recent theoretical and empirical studies on the achievement process of American women; however, no empirical research has yet attempted to specify the significance of athletic behavior for influencing the achievement orientations of females. Numerous studies have demonstrated that participation in interscholastic athletic programs has a positive influence on the formation of high-level educational goals of white male youth (e.g., see: Rehberg and Schafer, 1968; Picou and Curry, 1974). However, most of this research has been of the "exploratory-descriptive" variety, and few studies have attempted a thorough explanation of the role athletic behavior plays in the development of achievement behaviors and attitudes of women and minority youth.<sup>1</sup> In light of this situation, the primary

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This thesis utilizes the reference style of the American Sociological Review.

<sup>1</sup>For a notable exception to this state of affairs, see Picou, 1976.

objective of this thesis is an analysis of the role of athletic behavior for influencing a variety of achievement orientations (i.e., aspirations, materialistic values, etc.) of black and white female youth.

Throughout the literature on this topic, numerous studies have focused on the behavioral consequences of athletics. Research has shown that white male athletes have better grades and higher educational expectations and aspirations than non-athletes. Studies generally indicate that social origins, academic achievement, and significant other encouragement to attend college are important for shaping educational orientations of adolescents (e.g., see: Sewell and Hauser, 1975). Research has also demonstrated that athletes, in contrast to non-athletes, are more likely to be members of an "academically-oriented leading crowd" in the high school (Picou, 1976). Athletes also tend to hold more positive self-images and receive more achievement socialization and encouragement to attend college than non-athletes (Rehberg, 1969; Schafer and Rehberg, 1970).

#### Study Objectives and Hypotheses

This study represents an effort to empirically evaluate the significance of athletic participation for the formation of female adolescents' achievement orientations. This basic relationship will be explored for both black and white female high school seniors. A theoretical framework, derived from the existing research in this area which stresses the importance of family socio-economic status, socialization processes, and academic achievement is derived in the more



detailed review of literature presented in a later section of this thesis. The following hypotheses, derived primarily from earlier research on interscholastic athletic participation and aspirations, will be evaluated:

- H<sub>1</sub>: Black and white female athletes will have higher levels of educational aspirations than black and white female non-athletes.
- H<sub>2</sub>: Black and white female athletes will have higher status occupational aspirations than black and white female non-athletes.
- H<sub>3</sub>: Black and white female athletes will have higher levels of materialistic achievement orientations than black and white female non-athletes.
- H<sub>4</sub>: Black and white female athletes will have higher levels of academic performance than black and white female non-athletes.
- H<sub>5</sub>: Black and white female athletes will have peer group associations that are oriented toward college attendance more than the peer group associations of black and white female non-athletes.
- H<sub>6</sub>: Black and white female athletes will receive more interpersonal encouragement from parents and teachers to attend college than black and white female non-athletes.
- H<sub>7</sub>: Black and white female athletes will receive more socialization for achievement than black and white female non-athletes.
- H<sub>8</sub>: Black and white female athletes will have higher levels of deferred gratification than black and white female non-athletes.

The hypotheses presented above will be analyzed separately for both black and white female athletes and non-athletes. The data for analysis came from a larger study of the mobility attitudes of Louisiana high school seniors. A proportionate, stratified, random, cluster sample of high school seniors was selected for the state of Louisiana in the fall of 1970. The procedure was utilized in order to minimize



cost without jeopardizing the generalizability of the sample, which was initially projected to consist of approximately 3,000 respondents. All high schools in the state were stratified by residence (rural-urban), school type (parochial-public), and school size (large-small). The final sample size consisted of 3,245 respondents.<sup>2</sup>

This study will focus on a secondary analysis of these data in an attempt to evaluate the significance of athletic participation for the formation of achievement orientations among black and white female adolescents. A precise specification and operationalization of the variables utilized in this study is provided in a later section. The questionnaire employed in the original survey can be found in Appendix A of this thesis.

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<sup>2</sup>"Private" schools were not included within the sample frame. For more detailed information regarding sample selection, see: Picou, 1971.

## CHAPTER II

### REVIEW OF LITERATURE: AN OVERVIEW OF CONCEPTUAL, THEORETICAL AND EMPIRICAL RESEARCH

#### Introduction

In this chapter, a brief review of the literature is provided. Initially, an overview of sociological approaches to the concept of sport is considered. Next, a concise historical account of the role of women in sport will be presented. An overview of previous empirical studies and theoretical approaches in the area of sports participation and achievement follows. This section concludes with an outline of the theoretical perspective utilized in the study.

#### Sport and Athletic Behavior: Toward a Sociological Conceptualization

Synder and Spreitzer (1974:469) contend that "the phenomenon of sport historically represents one of the pervasive social institutions in all societies." Nevertheless, as Rhodes and Butler (1975:919) point out "despite the pervasive character of competitive athletics in western society...few scholars in this country, and even fewer academic disciplines, have been engaged in serious study of competitive athletics or its social import." The writings on sport have come from many disciplines, with most of the yearly works written by Europeans (for example, see: Huzinga, 1955; Natan, 1958; Callois, 1961; and McIntosh, 1963). However, most of these works are not based on empirical studies, reflecting a major limitation of research in this area.

Many disciplines have developed an interest in sport. Rhodes and Butler (1975:919-20) note:

Anthropologists have studied the sport activity of other cultures in an attempt to learn of its social significance... Historians have at various times taken a cultural perspective to chronicle the development of sport activity and to highlight the historical significance of specific sports events. Economists have begun to recognize elements within the competitive athletic enterprise... Psychologists have focused primarily on questions concerning the motivations underlying interest on participation in sport activity. Sociologists have been concerned with the activity as a social phenomenon... social integration and disintegration within and across social institutions.

Sport has always been a subject of interest, but "it has been only within the last few years that there began to develop a specialized field of study designed to treat in a systematic way its overall significance" (Rhodes and Butler, 1975:920). Loy and Kenyon (1970:10) write:

...Several social scientists have committed themselves on a full time basis to the study of the social significance of sport. Their commitment has resulted in (1) frequent calls for a sociology of sport (2) the emergence of national and international organizations dedicated to the field (3) the appearance in increasing amounts of writing and research, and (4) the instituting of courses of study in various colleges and universities... Writers represent both physical education and the social sciences, "people" in all stages of their career, from all parts of the world, are becoming interested... in the sociology of sport.

Within the discipline of sociology, sport has yet to become an acknowledged area of systematic inquiry (Snyder and Spreitzer 1974:467). The writings of sociologists have been primarily concerned with the functional aspect of sport, while attempting to understand the intricacies of social organizations (Edwards, 1973:9). Studies conducted within a sociological framework have been largely descriptive. As a result, the vast body of literature in the sociology of sport has re-

remained, for the most part, theoretically deficient and lacking empirical evaluation. Consequently, the overt lack of theory-building and empirical research has been the main argument against the study of sport as an identifiable area or inquiry within sociology.<sup>3</sup> On the other hand, the arguments for sport sociology center around the fact that sports and games are cultural universals and basic institutions in all societies (Snyder and Spreitzer, 1974:467). Studied within a sociological framework, sport offers the social scientist a new substantive area to develop theory, while refining concepts and propositions normally held within the larger discipline. The sociology of sport's major value to the overall discipline of sociology is in its capacity to serve as a basis for the generating and testing of relationships within traditional theoretical frameworks (Snyder and Spreitzer, 1974:468).

The study of sport is developing unique theoretical perspectives. Loy and Kenyon (1970) advanced two theoretical perspectives, "normative" and "non-normative" orientations, for the emerging sport discipline. The former assume that certain social goals are implicitly established and consensus exists concerning their substance and social value. Those sharing this perspective are writers primarily in the United States, England, and other Western countries who view sport and exercise "as vehicles to character formation in the tradition of Christian-Judaic morality." For the Eastern European countries and the Soviet Union, the normative perspective resides in formal organi-

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<sup>3</sup>See Loy and Kenyon (1970); Snyder and Spreitzer (1974); Cauwels (1965); Dumazedier (1964); Kane and Murray (1966); and Kenyon (1969).



zations, having the impetus for sport activity as a stated goal of the socialist state.<sup>4</sup> On the other hand, the non-normative approach resides among those sociologists who advocate that the study of sport should be "value-neutral." Loy and Kenyon (1970:10) write:

The basic question asked by members of this school is, "Since sport is neither a priori good nor a priori bad--that is, its goals are neither accepted nor rejected--how can we explain the influence of sport as a social system upon other social systems or conversely, the influence of other social systems upon sport?"

Rhodes and Butler (1975) note that the non-normative perspective tends to be heavily favored in much of the current research. Talamini and Page (1973) identify five sociological approaches for the study of sport in addition to the "normative" and "non-normative" theoretical perspectives outlined above. These writers note that, society and culture, sport in mass society, sport and social differentiation, the social organization of sport, and the culture of sport are all viable areas for constructing sociological studies of sport in modern society (Talamini and Page, 1973).

#### Toward a Sociological Definition of Sport

Historically, many theorists have been concerned with the characteristics of play relative to the concept of sport. Spencer (1896) presented a "psycho-biogenic" perspective in which play was perceived as the constructive employment of surplus energy. W. I. Thomas (1899)

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<sup>4</sup>Sport is a phenomenon in many cultures. For a discussion on the role of sport in many non-western societies, see: Hoffman (1890); Berne (1964); Kaplan (1960); Roberts et al. (1959); Sapora and Mitchell (1961); and Tordilden (1967).



defined the conflict element in sport as developing qualities aiding in mate selection and the struggle for survival in pre-historic societies. Recently, Krawczyk (1970) notes that Znaniecki viewed play, manifested in sport, as an expression of cooperation and struggle in human communities. Mead (1934) and Piaget (1932), from a social-psychological orientation, conceived of play as aiding in the formation of self. Veblen (1899) perceived sport as being characterized by childlike and make-believe elements. Simmel (1910) viewed play as reflecting the essence of sociability.

From a structuralist consideration, Mumford (1934) observed that sport becomes regimented in societies with advanced technology, while Weber (1920) viewed play as a determinant in the development of civilization (Talamini and Page 1973:165). Lawther (1972:2) has noted that the word "sport" is derived from disport (dis and portare), meaning "to carry away from work," thus implying that sport is fun, not work. Edwards (1973) has noted that, in the past, concepts such as recreation (used mostly by physical educators), play, and games have been used synonymously with sport. However, these concepts hold quite distinct meanings. Huizinga (1958) defined play as "free activities standing quite consciously outside of ordinary life as being not serious...confined to its own proper boundaries...and carried out according to fixed rules." Callois (1961) argues against Huizinga's definition of play. He criticizes it as being too broad while also noting that the concept, game, is inadequately treated by this approach. Callois (1961:119) lists four specific categories of games:

1. Agon. a contest, a struggle, competition, desire to excel and win recognition. A contest presupposes concentration,

appropriate trainings, assiduous effort and a will to win.

2. Alea. games of chance where fate or destiny (note the opponent) controls the outcome--dice, roulette, etc.
3. Mimicry. pretense, disguise, dramatics, and imitation.
4. Ilinz. stresses vertigo, and from loss of balance or very rapid change of position. Speed and acceleration contribute to these sensations--skating, skiing, diving, etc.

Callois defines play as a "free" enterprise, in which play to the individual is "uncertain, unproductive, and governed by both make-believe and rules" (Callois, 1961). Weiss (1969) argues that play need not be free at all. Weiss contends that play or games can be forcibly initiated and terminated. Loy's (1968) conceptual approach to sport provided a taxonomy of sport participants.

Most recently, Edwards (1973) has contended that the concept of sport differs radically from play, games and recreation. Edwards defines sport in a manner which systematically notes that as one moves from play to sport the following occurs:

Activity becomes less subject to individual prerogative, with spontaneity severely diminished.

Formal rules and structural role and position relationships and responsibilities within the activity assume predominance.

Separation from the rigors and pressures of daily life becomes less prevalent.

Individual liability and responsibility for the quality and character of his behavior during the course of the activity is heightened.

The relevance of the outcome of the activity and the individual's role in it extends to groups and collectivities that do not participate directly in the act.

Goals become diverse, complex, and more related to values emanating from outside of the context of the activity.

The activity consumes a greater proportion of the individual's time and attention due to the need for preparation and the degree of seriousness involved in the act.

The emphasis upon physical and mental beyond the limits of refreshment or interest in the act assumes increasing dominance (Edwards, 1973:56).

In sum, Edwards (1973:57) defines sport as:

...involving activities having formally recorded histories and traditions, stressing physical exertion through competition within limits set in explicit and formal rules governing role and position relationships, and carried out by actors who represent or who are part of formally organized associations having the goal of achieving valued tangibles or intangibles through defeating opposing groups.<sup>5</sup>

This conceptualization provides a basis for considering participation in interscholastic high school athletics as sports participation. As such, from Edwards' perspective, informal intramural and recreational activities will not be considered in our assessment of the sport participation-achievement relationship for high school females.

#### Women in Sport: A Brief Overview

Sport in American society has traditionally been an institution dominated by males. As Harris (1973:197) has noted, the accepted pattern "has been that sport involvement is male territory, that competitive athletics and participation in vigorous sports are prerogatives only of the male." Scott (1951) suggests that the most conservative view was that God had created women to take care of men and children, and that whenever they took part in public activities they were being

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<sup>5</sup>For further definitional considerations of the sport concept see: Loy and Kenyon (1970); Luschen (1967) and (1970); Berne (1964); Kaplan (1960); Roberts et al. (1959); Sapora and Mitchell (1961); and Tordilden (1967).

unladylike. Women were seen as gentle, pious, sentimental, emotional and not very bright. As long ago as 1835, Alexis de Tocqueville noticed that the "inexorable public opinion carefully keeps woman within the little sphere of domestic interests and duties and will not let her go beyond them" (1835:568).

Coffey (1965) has noted that at the turn of the century the ideal woman was portrayed as the matron, i.e., buxom, plump, and motherly. Her role was primarily that of childbearer, housekeeper, and cook. Between 1890-1919, the women's role in society consisted of growing up, marrying, and becoming a mother. The Puritan spirit of the times destined the female to be genteel, modest, shy, fragile, conventional, and subordinate. By 1920-29, the era of emancipation, this role had not changed very much. Legislation had been passed by this time which made physical education compulsory in public schools, giving young women new opportunities to participate in sports. Despite the economic limitations found in the 30's and early 40's, reflecting the depression and world war, the participation of women in sport became deeply ingrained in American society. Sport participation appeared to be a means of socialization in which character building and the social value of sports were emphasized. The latter shifted from enjoyment to competition--successful participation in which the qualities of belonging and togetherness thrived as desirable attributes. From the early 40's to the 60's, a "new awareness" developed with the increased importance of the feminist movements, resulting in more leisure time for women. Women now found it more expedient and normative to compete in various sport activities. Lipman (1959) has suggested



that because of technological advances some basic domestic functions of the family, previously performed by women, were gradually transferred to industry, thereby allowing women more time to actively engage in sports activities.

Despite this "new awareness" and changing technology, the role of women in American society has not been substantially altered. Harris (1973:200) contends that relatively "few females become involved in sports competition for any length of time; they conform to the traditional role that society dictates." The woman's role has always been and continues to be stereotyped as one of docility, and emotionally non-aggressiveness. These qualities are viewed as being transmitted as part of the socialization process (Marlowe, 1975). Griffin (1972) notes that females' interest in sport is perceived as conflicting and contradictory to dominant behavioral norms. Other researchers, Sutton-Smith and Morgan (1963) note that from puberty onward, sport participation is perceived as a masculine phenomenon in American society and therefore female participation is rather limited.

The female athlete finds herself stereotyped not only by men but also by women. Harris (1973:192) notes that "the beauty of the movement and skill which women exhibit as they perform in sports have not been actively supported by the females." Also, Talamini and Page (1973:272) contend that there is the lingering belief, held by members of both sexes, that serious interest in sport on the part of women is a threat to marital or other sexual relationships. Another view of female athletic participation states the preoccupation with athletics encourages homosexuality among females. Brown (1965) is a study uti-



lizing a selective sample of college students of both sexes reported findings which indicate that the athlete role is not desirable for women. Similarly, other authors note that the female athlete is perceived as performing in ways which run counter to the accepted behavioral norms for women (Griffin, 1972; Harris, 1973). Hart (1972) concludes that women's roles in athletics are frowned upon because traditional sex role definitions do not legitimate active participation in sports, though women are granted some limited participation in selective activities. Weiss (1969:214-15) notes, regarding limited female sports participation, that "it is a part of the American heritage to make an effort to avoid having women maimed, disfigured or hurt." Sport events are therefore modified for female participation.

Metheny (1965) has addressed the nature of restrictions placed on female athletic participation by noting that some forms of competition appear to be "categorically unacceptable" for competition, i.e., wrestling, judo, boxing, weight-lifting, hammer throw, pole vault, the longer foot races, high hurdles, and most forms of team games. Metheny (1965:49) contends that restrictions concerning the female athlete role can be summarized as follows:

An attempt to physically subdue the opponent by bodily contact.

Direct application of bodily force to some heavy object.

Attempt to project the body into or through space over long distance.

Cooperative face to face opposition in situations in which some contact may occur.

However, Metheny (1965) does state that team games in college are generally acceptable for female competitors at the intramural level.

Furthermore, some forms of competition are generally "not acceptable to a minority group within the college population" (Metheny, 1965:49).

In the United States, black women are disproportionately represented in track and field events, or "hard sports," which involve the following:

Direct application of bodily force to a moderately heavy object.

Attempts to project the body into or through space over moderate distances.

Display of strength in controlling bodily movements (Metheny, 1965:49-50).

This overview of the role of women in sports has provided a basis for theoretically distinguishing the general normative structure of the female athlete-role from the male athlete-role. Historically, it appears that the limited sports activities in which white females have participated generally emphasize ascetic qualities, i.e., grace, form, style, beauty and motion. In contrast, for males, sports activities have generally emphasized strength, face to face competition, and achievement. In summary, these differences reflect the "hard-sports"- "soft-sports" dichotomy alluded to by Metheny (1965). The significance of participation in these alternative types of sports activities has not been assessed in the sport literature. This lack of information again reflects the fact that no research has been conducted regarding the role of athletic participation for influencing the achievement behavior and attitudes of women.

#### Sport Participation and Status Aspirations

Scientific investigations regarding the effects of interscholastic

athletic participation on status aspirations and achievement have been primarily limited to white males (Biddoulph, 1954; Coleman, 1960; Edismore, 1963; Rehberg and Schafer, 1968; Bend, 1968; Schafer, 1968; Schafer and Armer, 1968; Spady, 1970; Spreitzer and Pugh, 1973; Picou and Curry, 1974). Furthermore, throughout this vast literature there are a minimum number of studies that empirically assess the role of sports for the black male athlete (Yetman and Eitzen, 1972; Loy and McElvogue, 1970; McPherson, 1971; Williams and Yousser, 1975; Eitzen and Stanford, 1975; and McPherson, 1975). Except for the recent research reported by Picou (1976), information is nonexistent regarding the role of athletics for influencing the achievement behaviors of black youth.

Throughout the literature on athletic behavior and aspirations there are inconsistent findings reported by sociologists who have primarily employed educational aspirations as their indicator of achievement orientations. For example, researchers have reported findings which suggest that parental influence enhances achievement (Simpson, 1962; Kandel and Lesser, 1969). Others report the influence of peers as being dominant (Duncan, et al., 1968; Cramer, 1967). Still others, Sewell, et al., (1969) and Haller and Portes (1973) suggest that "significant other" influence, in general, is an important variable for predicting achievement and/or aspiration levels.

In light of this rather contradictory state of affairs an attempt will be made to specify those social mechanisms by which achievement orientations and aspirations are developed. In order to complete this task, a general overview of the theoretical determinants of achievement

attitudes and aspirations will be presented. Next, this section will concentrate on those empirical studies of athletic participation and aspirations in an attempt to accurately specify the theoretical significance of sports participation for the formation of aspiration levels and achievement attitudes.

Adolescence and Socialization: The period of adolescence has often been described as a time of chaos, confusion, frustration, and a "vague no man's land." Campbell (1969:821) notes that "it is essential that we define adolescence as a system of rights and duties, a social role, and in order to do so we must set it in a social space." Moreover, adolescence is a transitory period in which the norms and roles are chronologically ordered (Campbell, 1969:322). Examples of this chronological ordering can be seen in: 1) the ways "legal and normative definition of minimum and proper age of marriage" are defined; 2) at eighteen years of age a youth becomes eligible for military services; 3) a driver's license can be acquired only if the individual is the proper age (Campbell, 1969:822). Also a youth at eighteen years of age is eligible to vote in national elections.

Adolescents are expected to have exercised certain activities and shared experiences with others. Campbell (1969:822) states that:

First, adolescents are supposed to broaden substantially their range of social contacts and dramatically increase the number of others who are emotionally and normatively relevant to them by becoming less dependent on parents and home and more oriented to peers and to the adult world. Second, adolescents are supposed to experiment with what they are in relation to others in the sense of "trying on" new behaviors and experiences, questioning themselves internally as to what they are and wish to be seen as, working toward integration of past experiences, future expectancies, attaining a somewhat coherent, somewhat permanent answer to the question, "Who am I?" Third, adolescents are sup-



posed to be learning to be adults, in the sense of acquiring social skills, selecting internal standards of judgment and conduct, and acquiring through practice in "make-believe" or-  
ganizational settings (clubs, plays, school newspaper, student activities, etc.) the skills of constraining and presentation needed for success in the adult settings of an industrial, bureaucratized society....

Picou (1971:42) has summarized this view by stating that "the adolescent, by definition, is encouraged to engage in the process of anticipatory socialization because he is socialized to do so."<sup>6</sup>

Simpson and Simpson (1958) contend that "the primary function of the adolescent is to entertain themselves and others." Role playing becomes the "core" of adolescent status in which no dominant role emerges whose priority takes over the demands of other statuses. Moreover, the American adolescent's needs center around developing a gratifying self-concept, which will enhance sociability in attaining adulthood. Furthermore, through "peer-group" influences and the school's environment, a balance is derived which promotes the development of self-reliance and responsibility.

Thus, "adolescents experience, through active participation in numerous social systems, socialization influences which engender values, ideals, goals and social expectancies for the future" (Picou, 1971: 42). The delineation of those social systems are of central importance to this study. The development and crystalization of occupation and educational aspirations and achievement orientations are most often viewed in terms of the adolescent's socialization experience (Musgrave,

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<sup>6</sup> Anticipatory socialization is the process whereby a person acquires "values, self-conceptions, and perspectives appropriate to an expected or admired role." See: Merton (1957:265).

1967; Kuvlesky, 1970). Aspirations serve as indicators of the future educational and occupational roles anticipated by the adolescent, while also reflecting a "contextual self-evaluation" by the adolescent (Haller and Portes, 1973). The family, school, and reference group have been identified as three important social systems which influence the formation of aspirations of adolescents.

The Family: This system provides youth with initial primary socialization experiences concerning values, education, work and achievement and independence training (Kohn and Schooler, 1969; Slocum, 1970; Elder, 1962). Hyman (1966) and Kohn and Schooler (1969) have noted that the class position of one's family is consistently related to adult values which influence children's occupational and educational orientations. Bordua (1960) contends that the relationship between class and education projections of youth are mediated by parental expectations. Kahl (1953), Dyer (1957), and Gist and Bennet (1963), found future occupational decisions of youth strongly influenced by parental encouragement. Class origins of the family have been shown in numerous empirical studies to be an important factor for influencing the aspiration levels of adolescents.

Reference Group: Sherif (1964:273) defines "reference groups" as "those groups to which the individual relates himself psychologically." Among adolescents, peer-groups exert a significant amount of influence on the structuring and/or development of educational and occupational projections (Duncan, et al., 1968). Coleman (1960), Bordua (1960) and Sewell and Shah (1968), and most recently Sewell, Haller and Ohlendorf (1970), Woelfel and Haller (1971), and Haller and Portes (1973) have

indicated the influence of "significant others" as enhancing aspiration formation of youth.

The concept "significant other" relates to the "generalized other" concept of Mead. Though Mead did not exactly specify who significant others were, the "generalized other" represents membership in and identity with a social group. As Mead put it: "The individual experiences himself as such, not directly, but only indirectly, from the particular standpoint of other individualized members of the same group, or from the generalized standpoint of the social group to which he belongs" (Mead, 1934:138).

From the initial influences of the family, the adolescent sometimes eagerly, sometimes half-heartedly, is introduced to the educational environment. It may also be here that the adolescent receives the greatest influences for developing the social-self and status aspirations. Along these lines, <sup>yn</sup>Snyder (1972) has noted the influence of coaches on the educational aspirations of athletes. Similarly, Rehberg and Hotchkiss (1972) report the positive influence of counselors on educational aspirations, particularly adolescents from lower social origins. Ellis and Lane (1963) have also found that a substantial number of students single out teachers as influential in making educational decisions. The educational system, therefore, provides numerous alternative "significant others" who are in a position to foster achievement socialization among adolescents.

The Educational System: In contemporary American society, entry into prestigious professional occupational positions is mediated by the educational system (Jencks, et al., 1972). In order for one to enter

"middle-class" occupations, a baccalaureate degree or some special type of vocational training is mandatory (Kahl, 1957:276-78). Slocum (1970:3) has suggested that the educational system performs two basic functions. First, it performs a "screening function." That is, it identifies and encourages "talented" youths to continue their educational careers, while deterring less capable adolescents. Second, the educational system performs a "holding function" by providing places where large numbers of young men are kept occupied until they enter the world of work (Slocum, 1970:3).

Grades are also important factors for the development of the social-self. The academic ability of youngsters has been shown to have an important influence on the self-concept of adolescents even when controls are imposed for intelligence (Brookover, et al., 1962). High school grades provide a basis for the student to evaluate his or her own occupational and educational potential relative to peers (Slocum, 1965).

Empirical Studies: In addition to serving as a mechanism for promoting social mobility and as a source of significant-other influence, the educational system oftentimes supports a variety of athletic activities from intramural participation to formally organized sports teams. Theoretical approaches concerning the viability of athletic participation in high school curriculums have centered around the controversy of the relevance of athletics for academic achievement. Some scholars view athletic participation as a part of the school's curriculum which is detrimental to the adolescent's educational needs. Sport is thought to divert energy away from worthier academic pursuits (Coleman, 1961).



Eidsmore (1963:75) has stated that: "...the general public, and especially educators, have long harbored the thought that athletes just do not measure up in academic performance to their classmates."

However, in contrast, other scholars view athletic participation as a means of enhancing the individual's overall educational socialization in which character is molded into, supposedly, the most desirable traits of the American male. Eidsmore (1963:77) states: "...a haunting thought arises that the demand of the coaches for "heads up" alertness with clear quick thinking on the athletic field and playing floor has definite transfer value to the classroom."

This controversy has resulted in an abundance of research in this area which has presented empirical evidence supporting both of these opposing views. Coleman's (1961) study of ten midwestern high schools during the years 1957 and 1958 was the first large scale survey on this topic.<sup>7</sup> One major part of the study assessed the importance of interscholastic athletic programs for youth. Coleman's findings lead to the conclusion that the interscholastic structure of athletic competition directs too much energy toward athletics and away from educational pursuits. Though Coleman did not include the overall percentages for each of his categories, students apparently felt that, the athlete role model was the most popular. Thus, Coleman concluded that athletic prowess was the single most important criterion for high status in the schools.

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<sup>7</sup>For an earlier interpretation of youth athletic behavior, see: Hollingshead (1949), Gordon (1957), Radler and Rimmers (1957), and Ginzberg (1961).

Eidsmore's (1963) study of 24 of the top Iowa high schools revealed different results. He concluded that: "The total grade-point average of the 592 players in all subjects carried was 2.523 whereas the grade-point average of their nonparticipating classmates was 2.085" (Eidsmore, 1963:77). In a similar view, Schafer and Armer (1968) and Bend (1968), investigating athletic participation and grade-point averages, reported evidence which replicated the findings of Eidsmore. Bend (1968) and Schafer and Armer (1968) added that athletes from blue-collar homes and boys who were not in a college-preparatory program received better grades than their non-athletic counterparts; better grades were more pronounced among "low-endowment" (low-IQ, low-SES) boys who were athletes (Phillips and Schafer, 1971:329). This trend, that is students who are initially non-disposed toward college attendance gaining a greater payoff in terms of aspirations and achievements from sports, has been documented for rural youth (Picou and Curry, 1974) and black youth (Picou, 1976).

Rehberg and Schafer (1968), utilizing data consisting of 785 white male seniors from three parochial schools in three middle-size Pennsylvania cities, investigated the athletic participation - educational aspiration hypothesis. They did not replicate the "higher academic achievement" hypothesis reported in earlier studies, but did suggest that white male athletes were more likely to be members of the "leading crowd." Athletes were found to aspire to attend college more than non-athletes. These findings revealed that 62 percent of all the athletes expected to enroll in a four year college, while only 45 percent of the non-athletes, planned to enroll in college.

Schafer and Rehberg's (1970) later study of college aspirations and encouragement of urban and suburban boys of New York state found that because of the visibility of athletes in the high school, there is a tendency for them to receive more positive encouragement for educational achievements than non-athletes. This research found that 83 percent of the athletes, as opposed to 68 percent of non-athletes, aspired to at least a four-year college degree. More striking was that 96 percent of the athletes aspired to complete at least two years of college, in contrast to 90 percent of the non-athletes. However, of most importance was the finding that at least 70 percent of the athletes reported being encouraged to go on to a four-year college as compared to 60 percent of the non-athletes. These results led Schafer and Rehberg to conclude that athletes receive more interpersonal encouragement to attend college than non-athletes.

Rehberg (1969) and Synder (1972) also contend that athletes have higher educational expectations and college aspirations than non-athletes. Loy (1969) has suggested that participation in athletics can stimulate higher levels of educational aspirations in order to extend the athletic career. However, Spady (1970) acknowledges the importance of Coleman's hypothesis that athletic participation takes away from high school academic goals. In addition, Spady posits that educational aspiration levels may rise without providing necessary cognitive skills that are essential for educational achievement; this suggests that the athlete is rewarded academically for athletic achievements.

Recently, Spreitzer and Pugh (1973) contend that the "value climate" of the school and perceived peer status are important vari-

ables intervening between athletic participation and educational aspirations.

Regarding this controversy Eitzen (1975) contends that despite the pros and cons of interscholastic athletics the "athlete" role model remains foremost among adolescents. In Eitzen's (1975:270) words, "today adolescents are just as enthusiastic about sports as they were in the late 50's."

As mentioned earlier, previous studies were limited to white male youth. Picou's (1976) study of athletic participation impacting on educational aspirations provides the first black and white comparative study of the relationship of interscholastic athletics and educational orientations. Picou's (1976) analysis revealed that athletic behavior is significantly related to the educational aspirations of black youth. Furthermore, the student-athlete role provides behaviors that lead to higher status educational orientations primarily for black youth. Athletic participation appeared to be a facilitator variable for developing high-level educational aspirations. These findings did not hold for the white respondents. The "leading crowd" association thesis was noted for white respondents. The successful white athlete was found to have peers who had high-level educational goals. No such trend was observed for black athletes.

#### Theoretical Orientation

The studies and perspectives reviewed above suggest that participation in formal school-sponsored sports activities has a positive influence on achievement behaviors (academic performance) and the forma-



tion of students' achievement orientations. Several authors cited above have stated that the normative expectations characteristic of the student-athlete role tend to "spill-over" and influence student performances in other role settings (Loy, 1969; Rehberg, 1969). Additionally, it appears theoretically feasible to contend that performance in the student-athlete role promotes the formation of achievement-orientations and cognitive values that emphasize success in competitive situations other than high school athletics. Past research, although at times contradictory, tends to support this role-theory perspective.

Figure 1 provides a schematic representation of this approach. The normative influence of the athlete role is viewed as being positively associated with a variety of achievement orientations and behavior. Empirical research has documented, for male athletes, a positive association between athletic participation and academic achievement, educational aspirations, and educational significant-other influence of parents, teachers and peers. The relationships noted in Figure 1 between athletic participation and Occupational aspirations, materialistic orientations, deferred gratification, and parental achievement socialization reflect extensions of the theoretical orientation noted above and as extensions of research in this general area. The following formal hypotheses will be analyzed in Chapter IV of this thesis:

- H<sub>1</sub>: Black and white female athletes will have higher levels of educational aspirations than black and white female non-athletes.

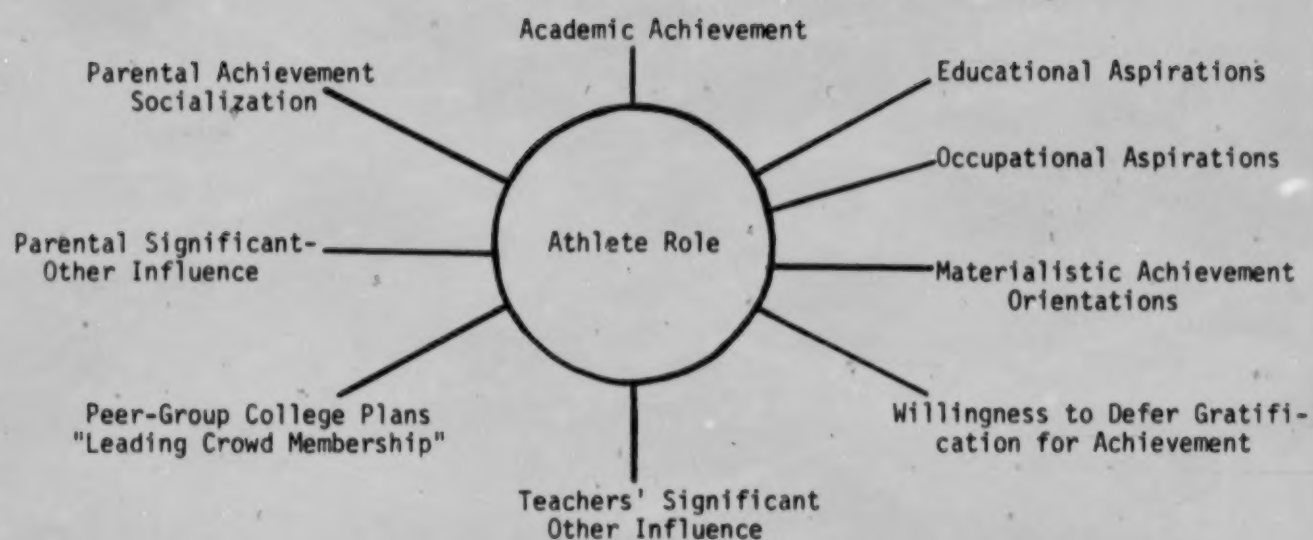


Figure 1. Diagram of theoretical relationships associated with student-athlete role.

non-athletes.

- H<sub>2</sub>: Black and white female athletes will have higher status occupational aspirations than black and white female non-athletes.
- H<sub>3</sub>: Black and white female athletes will have higher levels of materialistic achievement orientation than black and white female non-athletes.
- H<sub>4</sub>: Black and white female athletes will have higher levels of academic performance than black and white female non-athletes.
- H<sub>5</sub>: Black and white female athletes will have peer group associations that are oriented toward college attendance more than the peer group associations of black and white female non-athletes.
- H<sub>6</sub>: Black and white female athletes will receive more interpersonal encouragement from parents and teachers to attend college than black and white female non-athletes.
- H<sub>7</sub>: Black and white female athletes will receive more socialization for achievement than black and white female non-athletes.
- H<sub>8</sub>: Black and white female athletes will have higher levels of deferred gratification than black and white female non-athletes.

A Note on Limitations of the Literature

The literature review tended to suggest the following limitations regarding the research on sports (athletic behavior) and achievement orientations:

- (1) All of the research in this area, with one exception, has been confined to studies of white male high school seniors.
- (2) All of the studies to date have focused on one primary indicator of achievement orientations--level of educational aspiration.
- (3) The vast majority of studies have been conducted in the northeastern region of the United States.

This research will attempt to overcome some of these limitations by empirically evaluating the athletic behavior-achievement orientation thesis for both black and white female adolescents residing in the deep South. Furthermore, multiple indicators of achievement orientations will be employed, thereby expanding the analysis of previous studies which have focused solely on educational aspirations. In addition to educational aspirations, the following indicators of achievement orientation will be utilized: 1) occupational aspirations; 2) materialistic achievement orientations; 3) deferred gratification; and 4) parental achievement socialization patterns.



## CHAPTER III

## METHODOLOGY

In this chapter, the data and the operationalization of variables utilized in the study are presented. This section concludes with a brief overview of the chi square statistical test which will be used to analyze the data.

The Data

In the fall of 1970, questionnaires were administered to a sample of high school seniors within the state of Louisiana. School type (public-parochial), residence (rural-urban), and school size (large-small) were criteria employed for the selected high schools. A proportionate, stratified, random cluster sample was drawn and the final sample size included 3,245 respondents. This sampling procedure attempted to minimize cost without jeopardizing the generalizability of the sample. This study consists of a secondary analyses of these data. For information on the sample, see Picou (1971).

Operationalization of Variables and Definitions

The variables utilized in this study were operationalized in the following manner (See complete questionnaire in Appendix A):

Sex was determined by subjects' response to:

Sex (Circle one number) 1. Male 2. Female

Race was determined by the respondent's answer to the question:

What is your race: (Circle one number)

1. Red
2. Black
3. White
4. Yellow
5. Other \_\_\_\_\_

Father's education was determined by the following question:

What was the highest grade completed by your father?  
(Circle one number):

Mother's education was determined by the question:

What was the highest grade completed by your mother?  
(Circle one number):

An extensive listing was provided which allowed the respondents to circle one number ranging from: Did not go to school, to graduate work, of both the Master and Doctoral levels including professional degrees attained by either parent (See Appendix A).

Father's occupation was determined by assigning Duncan's (1961) socio-economic index scores to the occupation that the respondent indicated as the job his father held. If the father was unemployed, the last job held by the respondent's father was coded.

Occupational Aspirations were determined by assigning Duncan's (1961) socio-economic index scores to the responses to the following question:

Now we would like to know what job you desire and will attempt to attain as a lifetime job? (Write your answer in the box below. Please give an exact job.)

Answer:

Educational aspirations were determined by respondent's responses to the following question:

How much education do you desire and will actively attempt to get? (See Box A and write one number from it in the blank below).

An exhaustive listing of levels of educational achievement were provided from which the respondent's selected the level most desired.

Significant other influence was determined by the following questions:

In general, my parents have (Circle one number):

1. strongly discouraged me from going to college
2. discouraged me from going to college
3. encouraged me to go to college
4. strongly encouraged me to go to college
5. have not influenced me one way or the other concerning going to college

In general, the teachers I have had in high school (Circle one number):

1. strongly discouraged me from going to college
2. discouraged me from going to college
3. encouraged me to go to college
4. strongly encouraged me to go to college
5. have not influenced me one way or the other concerning going to college

Most of my close friends are (Circle one number):

1. going to college
2. not going to college, probably going to work
3. going into military service

Academic performance was determined by the respondent's

report of grades received from an exhaustive list of high school courses. Additionally, actual school grade point average was obtained from guidance counselors for approximately 49 percent of the respondents. The zero-

order correlation between reported GPA and actual GPA was .80.

Athletic behavior was determined by the following question:

Do you participate in high school athletics?  
(Circle one number):

1. Yes      2. No

Parental achievement socialization was determined by respondents' answers to the following questions:

Generally over the past five to eight years, how often have your parents praised or rewarded you when you did something well? (Circle one number):

1. hardly at all
2. sometimes
3. fairly often
4. very often
5. almost every time

Generally over the past five to eight years, have your parents stressed that you take pride in the things you have done well? (Circle one number):

1. almost never
2. very seldom
3. once in a while
4. frequently
5. very often

Generally over the past five to eight years, have your parents stressed or emphasized your being able to do things by yourself, like buying your own clothes, going places by yourself, etc.? (Circle one number):

1. almost never
2. very seldom
3. once in a while
4. frequently
5. very often

Materialistic achievement orientation was determined by responses to the following general statements about work:

1. It is extremely important for me to have a very high income: 1. yes      2. no



2. I spend a lot of time thinking about how to improve my chance of getting ahead: 1. yes 2. no
3. Getting money and material things out of life is very important to me: 1. yes 2. no
4. It is important to me to own material things, such as a home, car, or clothing which are at least as good as those of my neighbors and friends: 1. yes 2. no
5. I am anxious to get further ahead: 1. yes 2. no
6. Getting ahead is one of the most important things in life to me: 1. yes 2. no

Deferred gratification was determined by responses to the following general statements about work. Circle the number that corresponds with your attitude about the statements:

1. Getting the job that I desire is my most important goal: 1. agree 2. disagree
2. In order to get the job I desire I would be willing to attend college for a number of years: 1. agree 2. disagree
3. In order to get the job I desire I would be willing to postpone marriage for a number of years: 1. agree 2. disagree
4. In order to get the job I desire I would be willing to give up having leisure time: 1. agree 2. disagree
5. In order to get the job I desire I would be willing to move from my home town: 1. agree 2. disagree
6. Getting the occupation I desire is important, but there are many other things in life that are more important: 1. agree 2. disagree

### Statistical Analysis

The nonparametric test of chi square was employed to analyze the data. The chi square technique involves the assigning of observations

to different categories in a set of well-defined, mutually exclusive categories (Williams, 1968). It is a test of measuring how categories compare or contrast in terms of assignment into the categories.

The formula for  $\chi^2$  is:

$$\chi^2 = \sum \frac{k (O-E)^2}{E}$$

Where: O = observed frequency  
E = the corresponding expected frequency

Degrees of freedom are determined by the number of "deviations," between observed and expected frequencies, that are independent. The formula for degree of freedom is  $k-1$  (Spence, et al., 1968).

The measure of association based on chi square was the contingency coefficient. The contingency coefficient has a minimum value of zero with a maximum value less than 1 and depending on the number of rows and columns in the table. The calculation of this measure of association is obtained from the following formula (Norman, et al., 1975):

$$C = \left( \frac{\chi^2}{\chi^2 + N} \right)^{1/2}$$

For all the hypotheses presented in Chapter III, respondents were classified by racial groups and controls were exerted for athletes and nonathletes within each race category (black-white). Because of the large sample size, statistically significant chi square values will be evaluated in terms of the magnitude of observed differences between categories in the tables and the relative value of the contingency coefficient.

## CHAPTER IV

### DATA ANALYSIS

This chapter will provide: (1) an analysis of selected background characteristics of the respondents and (2) an empirical evaluation of the eight hypotheses discussed in Chapter II for both black and white respondents.

#### General Background Characteristics Of The Respondents<sup>8</sup>

The racial composition of the sub-sample consisted of 421 black female respondents and 1,249 white female respondents. Black females accounted for 25 percent of the total female population, while white females represented 75 percent. A total of 1,670 female respondents comprised the analysis data-set.

As would be expected, black and white athletes comprised a much smaller percentage of the total sub-sample than the general category of non-athletes. Black and white female athletes were found to make up 23 percent of the analysis data-set (Table 1). All female non-athletes accounted for the remaining 77 percent of the respondents. The further breakdown of black and white respondents into athlete-non-athlete categories resulted in black athletes totaling 25 percent of all the black

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<sup>8</sup>There are inconsistent totals tabulated for the tables presented in this section. These inconsistencies reflect the fact that some respondents failed to answer some questionnaire items. Since the statistical procedures utilized in generating the tables involved only the tabulation of percentages, those respondents that did not answer were systematically deleted in the calculation of all percentages used in the description of background characteristics for all respondents. The loss of respondents was minimal, as the vast majority of the respondents completed the questionnaire items.

Table 1. Racial Distribution of Athletes and Non-athletes

| Race Category | Athletic Status         |                              |
|---------------|-------------------------|------------------------------|
|               | Athlete<br>(N=380)<br>% | Non-athlete<br>(N=1290)<br>% |
| Black         | 25                      | 75                           |
| White         | 22                      | 78                           |
| Total         | 23                      | 77                           |

respondents and white athletes totaling 22 percent of all white respondents in the sub-sample. Black females, who identified themselves as non-athletes, comprised 75 percent of the black sample; white female non-athletes accounted for 78 percent of all white females sampled.

The vast majority of black and white respondents came from different residential areas (Table 2); white respondents tended to reside in more urban areas than their black counterparts. Fifty-one percent of the black respondents lived in areas with a population of less than 2,500 compared to only 23 percent of the white respondents. Most important, 64 percent of all the black female athletes were found to reside in rural areas (Table 2). Approximately 37 percent of all blacks sampled reported living in urban residential areas greater than 2,500. Forty percent of the white respondents reported that they resided in communities which had a population greater than 2,500. Most important, only 12 percent of all blacks in the sample reported that they lived in residential areas with a population size of 100,000 or more. These findings indicate that the black female in the analysis



Table 2. Race and Athletic Status of Respondents by Residence

| Residential Level                  | Control Category        |                             |                         |                             |
|------------------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
|                                    | Black                   |                             | White                   |                             |
|                                    | Athlete<br>(N=104)<br>% | Non-athlete<br>(N=310)<br>% | Athlete<br>(N=275)<br>% | Non-athlete<br>(N=970)<br>% |
| Farm                               | 7                       | 7                           | 4                       | 4                           |
| Country, Not Farm                  | 39                      | 24                          | 6                       | 10                          |
| Town, Village<br>(less than 2,500) | 18                      | 16                          | 14                      | 8                           |
| Small City<br>(2,500 to 100,000)   | 29                      | 40                          | 35                      | 42                          |
| Large City                         | <u>7</u>                | <u>13</u>                   | <u>41</u>               | <u>36</u>                   |
| Total                              | 100                     | 100                         | 100                     | 100                         |

data-set tended to reside in rural areas more than their white counterparts.

In Table 3, it was found that the vast majority of respondents came from households in which both parents were living together. Despite the fact that 76 percent of all the respondents came from two-parent households, the table indicated that intact families are more characteristic of white respondents. Approximately eight out of every ten white respondents, in contrast to six out of every ten black respondents, reported both parents alive and living together. The reporting of both parents being alive and living together was more pronounced for the athletes in each racial category, but the percentage difference was very small.

Table 3. Parental Marital Status of Black and White Female Adolescents by Athletic Status

| Parental Marital Status     | Control Category        |                             |                         |                             |
|-----------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
|                             | Black                   |                             | White                   |                             |
|                             | Athlete<br>(N=105)<br>% | Non-athlete<br>(N=316)<br>% | Athlete<br>(N=275)<br>% | Non-athlete<br>(N=972)<br>% |
| Both Alive, Living Together | 66                      | 62                          | 88                      | 87                          |
| Both Alive, Separated       | 15                      | 20                          | 1                       | 1                           |
| Both Alive, Divorced        | 5                       | 5                           | 5                       | 6                           |
| Father Not Living           | 12                      | 9                           | 4                       | 4                           |
| Mother Not Living           | 2                       | 3                           | 1                       | 1                           |
| Neither Living              | <u>0</u>                | <u>1</u>                    | <u>4</u>                | <u>2</u>                    |
| Total                       | 100                     | 100                         | 100                     | 100                         |

Turning to Table 4, it was found that for the black respondents, 88 percent of the athletes and 77 percent of the non-athletes reported that their fathers did not complete a high school degree. Similarly, 86 and 76 percent of the black athletes and non-athletes respectively, had mothers that did not complete a high school degree (Table 5). In contrast, Table 4 indicates that only 31 percent of white female athletes and 39 percent of the white female non-athletes reported having fathers whose education achievement level was less than high school. For mothers' educational achievement, Table 5 reveals that 33 percent and 47 percent of the white athletes and non-athletes had mothers with less than a high school diploma. Parental education achievement levels

Table 4. Father's Educational Achievement by Race and Athletic Status

| Father's Educational Level     | Control Category        |                             |                         |                             |
|--------------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
|                                | Black                   |                             | White                   |                             |
|                                | Athlete<br>(N=100)<br>% | Non-athlete<br>(N=307)<br>% | Athlete<br>(N=270)<br>% | Non-athlete<br>(N=966)<br>% |
| Less Than High School          | 88                      | 77                          | 31                      | 39                          |
| High School Graduate           | 1                       | 16                          | 30                      | 27                          |
| Vocational-Technical School    | 1                       | 1                           | 4                       | 6                           |
| Some College, Did Not Graduate | 0                       | 4                           | 13                      | 11                          |
| College Degree (BA, BS)        | 0                       | 1                           | 16                      | 11                          |
| Graduate Work                  | 0                       | 0                           | 3                       | 1                           |
| Advanced Degree (MA, Ph.D.)    | <u>1</u>                | <u>1</u>                    | <u>3</u>                | <u>5</u>                    |
| Total                          | 100                     | 100                         | 100                     | 100                         |

for white respondents were very high in contrast to those of the black respondents. Overall, 79 percent of all black fathers and 78 percent of all black mothers had educational achievement levels less than high school. Furthermore, 5 percent of the black fathers and only 7 percent of the black mothers had education achievements beyond vocational-technical training. Thirty-seven percent of white fathers and 44 percent of the white mothers had education achievements less than high school. Twenty-nine percent of the white respondents' fathers and 18 percent of the mothers had educational attainments beyond vocational-

technical training. These results indicate that the educational achievements of white parents were substantially higher than those of the black parents.

Table 5. Mothers' Educational Achievement Level by Race and Athletic Status

| Mothers' Educational Level     | Control Category        |                             |                         |                             |
|--------------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
|                                | Black                   |                             | White                   |                             |
|                                | Athlete<br>(N=107)<br>% | Non-athlete<br>(N=311)<br>% | Athlete<br>(N=274)<br>% | Non-athlete<br>(N=969)<br>% |
| Less Than High School          | 86                      | 76                          | 33                      | 47                          |
| High School Graduate           | 10                      | 13                          | 39                      | 29                          |
| Vocational-Technical School    | 1                       | 3                           | 8                       | 6                           |
| Some College, Did Not Graduate | 0                       | 3                           | 10                      | 9                           |
| College Degree (BA, BS)        | 1                       | 2                           | 8                       | 6                           |
| Graduate Work                  | 2                       | 1                           | 1                       | 1                           |
| Advanced Degree (MA, Ph.D.)    | <u>0</u>                | <u>2</u>                    | <u>1</u>                | <u>2</u>                    |
| Total                          | 100                     | 100                         | 100                     | 100                         |

Table 6 presents the distribution of fathers' occupational status by various control categories. Based on the Duncan SEI prestige scale (Duncan, 1961) and collapsed into arbitrary categories of "high" and "low," black fathers' occupational achievement status scores were found to be considerably lower than those of the white respondents. Sixty-



Table 6. Fathers' Occupation by Race and Athletic Status (High and Low)

| Fathers' Occupation<br>Status Score<br>(Duncan SEI) | Control Category        |                             |                         |                             |
|-----------------------------------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
|                                                     | Black                   |                             | White                   |                             |
|                                                     | Athlete<br>(N=102)<br>% | Non-athlete<br>(N=319)<br>% | Athlete<br>(N=275)<br>% | Non-athlete<br>(N=969)<br>% |
| Low (0-50)                                          | 66                      | 61                          | 5                       | 8                           |
| High (51-98)                                        | 34                      | 39                          | 95                      | 92                          |
| Total                                               | 100                     | 100                         | 100                     | 100                         |

two percent of the black fathers were in the low category in contrast to only 7 percent of the white fathers (Table 6). Ninety-three percent of the white fathers were in the high category in contrast to only 38 percent of the black fathers. This dichotomous division of Duncan SEI scores strongly suggests that the fathers of the white respondents had higher status occupational achievements than the fathers of the black respondents.

Fathers' occupational status scores were further collapsed into three arbitrary categories, "low," "intermediate," and "high," in Table 7.<sup>9</sup> From this trichotomous classification, it was found that 6 percent of the blacks and 1 percent of the whites were found in the low category (0-40). In the intermediate category, blacks comprised 89 percent and whites, 59 percent. Only 5 percent of the black re-

<sup>9</sup>This division of Duncan SEI (Duncan, 1961) scores into three major categories is somewhat arbitrary. Several scholars have cut the Duncan SEI scores at 50 or greater reflecting low and high status scores respectively.

Table 7. Fathers' Occupation by Race and Athletic Status

| Fathers' Occupation<br>Status Score<br>(Duncan, SEI) | Control Category        |                             |                         |                             |
|------------------------------------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
|                                                      | Black                   |                             | White                   |                             |
|                                                      | Athlete<br>(N=105)<br>% | Non-athlete<br>(N=314)<br>% | Athlete<br>(N=273)<br>% | Non-athlete<br>(N=969)<br>% |
| Low (0-40)                                           | 5                       | 6                           | 1                       | 1                           |
| Intermediate (41-70)                                 | 92                      | 88                          | 52                      | 61                          |
| High (71-98)                                         | <u>3</u>                | <u>6</u>                    | <u>47</u>               | <u>38</u>                   |
| Total                                                | 100                     | 100                         | 100                     | 100                         |

respondents' fathers' occupational status fell into the high category; in contrast, 40 percent of the white fathers were in this category. These results reinforce and clarify those noted in Table 6, in which the occupational achievement scores of black fathers were lower than those of their white counterparts.

In summary, the analysis data-set consists of proportionately more non-athletes and whites. White respondents tend to come from urban areas and have parents with higher-level educational and occupational achievements. On the other hand, black respondents tend to originate more from rural areas, have slightly lower academic performance scores, and have parents with lower educational and occupational achievements. These basic sample characteristics provide an indication of base-line differences in the analysis data-set which should be considered in the evaluation of the hypotheses to be tested below. These findings are consistent with those of previous studies which have found that athletes comprise a minority of the data-set (see Rehberg and Schafer,

1968).

### Evaluation Of Study Hypotheses

In this section of the data-analysis each hypothesis developed in Chapter III will be empirically evaluated. For those hypotheses with multiple items, each item will be compared separately across race-athletic-status control categories. The chi square test will be utilized to indicate statistical significance, while the measure of association employed will be the contingency coefficient (Siegel, 1963).

Hypothesis 1: Black and white female athletes will have higher levels of educational aspiration than black and white female non-athletes.

The majority of all respondents had educational aspirations that went beyond high school. From Table 8 it was found that for all respondents approximately 90 percent aspired to educational achievements beyond high school. Moreover, 72 percent of the respondents had aspirations for educational levels that included the attainment of the B.A. and other professional degrees. Approximately 12 percent of the respondents aspired to achieve job skills through some form of vocational-technical training.

Educational aspirations were slightly higher for black females than white females. From Table 8 it was found that 91 percent of the black females had educational aspirations that extended beyond high school, while 77 percent held aspirations to complete college; for whites, 89 percent had educational aspirations levels that went beyond high school, while 70 percent aspired to complete college.

For both blacks and whites, athletes exhibited slightly higher

Table 8. Levels of Educational Aspiration of Black and White Female Adolescents by Athletic Status

| Educational Aspirations         | Control Category        |                             |                         |                             |
|---------------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
|                                 | Black                   |                             | White                   |                             |
|                                 | Athlete<br>(N=102)<br>% | Non-athlete<br>(N=315)<br>% | Athlete<br>(N=275)<br>% | Non-athlete<br>(N=965)<br>% |
| None after High School          | 12                      | 9                           | 13                      | 10                          |
| Vocational - Technical Training | 9                       | 12                          | 6                       | 14                          |
| Some College, but No Graduation | 0                       | 3                           | 7                       | 7                           |
| B.A. Degree                     | 28                      | 29                          | 31                      | 32                          |
| M.A. Degree                     | 24                      | 23                          | 17                      | 16                          |
| Ph.D. or Other Professional     | <u>27</u>               | <u>24</u>                   | <u>26</u>               | <u>21</u>                   |
| Total                           | 100                     | 100                         | 100                     | 100                         |

Athlete - Non-athlete: Black

$$\chi^2 = 5.44$$

$$df = 5$$

$$p > .05$$

$$C. \text{ coefficient} = .11$$

Athlete - Non-athlete: White

$$\chi^2 = 14.72$$

$$df = 5$$

$$p > .05$$

$$C. \text{ coefficient} = .10$$

Complete Table

$$\chi^2 = 40.240$$

$$df = 15$$

$$p < .05$$

$$C. \text{ coefficient} = .153$$



levels of educational aspiration than non-athletes with regard to the attainment of college and other professional degrees (Table 8). Moreover, the levels of educational aspirations for black athletes and non-athletes were slightly higher than those of the white athletes and non-athletes. White athletes were found to have higher levels of educational aspiration than white female non-athletes, but slightly less than both black athletes and non-athletes. For example, 51 percent of the black athletes and 47 percent of the black non-athletes aspired to achieve the M.A. or Ph.D.; in contrast, only 43 percent of the white athletes and 37 percent of the white non-athletes had similar educational aspirations. For black females, 79 percent of the athletes and 76 percent of the non-athletes compared to 75 percent of the white female athletes and 68 percent of the non-athletes had levels of educational aspiration which included completion of a college degree.

In summary, the findings in Table 8 tend to modestly support the hypothesis. Both black and white female athletes tend to have educational aspirations which are slightly higher than their non-athletic counterparts. However, differences in level of educational aspiration between athletes and non-athletes were slight and the large sample size should be taken into consideration for evaluating the statistically significant chi square value. The contingency coefficient of .153 was rather small, reinforcing the interpretation that a very weak relationship was obtained between athletic status and educational aspiration levels.

Hypothesis 2: Black and white female athletes will have higher status occupational aspirations than black and white female non-athletes.

In Table 9, another indicator of achievement orientation, occupational aspiration, was contrasted for black and white athletes and non-athletes. Duncan SEI scores (Duncan, 1961) were divided into three major categories and contrasted by race-athlete controls.

Table 9. Occupational Aspirations of Black and White Female Adolescents by Athletic Status

| Occupational Aspirations | Control Category        |                             |                         |                             |
|--------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
|                          | Black                   |                             | White                   |                             |
|                          | Athlete<br>(N=103)<br>% | Non-athlete<br>(N=315)<br>% | Athlete<br>(N=170)<br>% | Non-athlete<br>(N=952)<br>% |
| (0-60) Low               | 7                       | 5                           | 4                       | 4                           |
| (61-70) Intermediate     | 33                      | 31                          | 18                      | 18                          |
| (71 and greater) High    | 60                      | 64                          | 78                      | 78                          |
| Total                    | 100                     | 100                         | 100                     | 100                         |

Athlete - Non-athlete: Black

$$\chi^2 = .88$$

$$df = 2$$

$$p > .05$$

$$C. \text{ coefficient} = .04$$

Athlete - Non-athlete: White

$$\chi^2 = .007$$

$$df = 2$$

$$p > .05$$

$$C. \text{ coefficient} = .002$$

Complete Table

$$\chi^2 = 39.01$$

$$df = 6$$

$$p < .05$$

$$C. \text{ coefficient} = .152$$

The occupational aspirations for the majority of all female respondents were found to be relatively high-status. From Table 9 it was found that 74 percent of the occupational aspirations were "high," 21 percent "intermediate," and only 4 percent were "low."

Overall, proportionally more white females had high-status occupational aspirations than black females. More black females were found to have occupational aspirations in the "intermediate" and "low" categories. Approximately 78 percent of the white females and 62 percent of the black females had high status occupational aspirations. In contrast, 32 percent of the black females and 18 percent white females had occupational aspirations in the "intermediate" category. Only 6 percent of the black females and 4 percent of the white females were found in the "low" category.

For the athlete - non-athlete comparisons within both race categories, similar results were found. For all three occupational aspiration status categories, white athletes and white non-athletes scored similarly; although very slight differences existed, both black athletes and non-athletes held relatively similar occupational goals.

In summary, white female athletes and non-athletes had higher occupational aspirations than their black counterparts. No major differences were observed between occupational aspirations for the comparisons within both racial groups between athletes and non-athletes. Because of this fact, the second hypothesis is not supported by the results presented in Table 9. However, these results do suggest that white females, regardless of athletic status, have higher status occupational aspirations than black females.

Hypothesis 3: Black and white female athletes will have higher levels of materialistic achievement orientation than black and white female non-athletes.

For hypothesis three, a six-item scale measuring materialistic orientation was utilized (Featherman, 1971). In order to evaluate the hypothesis, each item was analyzed separately by race-athletic status control categories. Tables 10 and 11 provide the distribution of responses and the chi square and contingency coefficient values for each of the items.

For three indicators of materialistic orientations presented in Table 10, it was found that proportionately more black than white respondents agreed with the statements. For the item, "It is extremely important for me to have a high income," approximately six out of every ten of the black respondents agreed with this statement, while approximately three out of every ten of the white respondents concurred with this statement. The percentage of athletes and non-athletes in each racial control category who agreed with this statement were similar, suggesting that the major relationship in the table was between race groups. A majority of black females tended to feel that having a high income was extremely important, while white females did not.

The second materialistic orientation item read, "I spend a lot of time thinking about how to improve my behavior for getting ahead." Once again, the black respondents agreed with the statement more than the white respondents. Ninety-six percent of all black athletes, in contrast to 88 percent of black non-athletes indicated that they agreed with this statement. For white athletes and non-athletes, 59 percent and 57 percent, respectively, agreed with the statement. The contin-



Table 10. Materialistic Orientations of Black and White Female Adolescents by Athletic Status (Items 1-3)

| Materialistic Orientation Items                                | Response | Control Category   |                     |                     |                     |
|----------------------------------------------------------------|----------|--------------------|---------------------|---------------------|---------------------|
|                                                                |          | Black              |                     | White               |                     |
|                                                                |          | Athlete<br>%       | Non-athlete<br>%    | Athlete<br>%        | Non-athlete<br>%    |
| "It is extremely important for me to have a very high income." | Agree    | 65                 | 64                  | 32                  | 26                  |
|                                                                | Disagree | 35                 | 36                  | 68                  | 74                  |
| N                                                              |          | <u>100</u><br>(98) | <u>100</u><br>(306) | <u>100</u><br>(271) | <u>100</u><br>(970) |

Athlete - Non-athlete: Black

$$\chi^2 = .002$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .008$$

Athlete - Non-athlete: White

$$\chi^2 = 3.30$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .053$$

Complete Table

$$\chi^2 = 183.25$$

$$df = 3$$

$$p < .05$$

$$C. \text{ coefficient} = .316$$

Table 10. (Continued)

| Materialistic<br>Orientation Items                                                             | Response | Control Category |                  |                  |                  |
|------------------------------------------------------------------------------------------------|----------|------------------|------------------|------------------|------------------|
|                                                                                                |          | Black            |                  | White            |                  |
|                                                                                                |          | Athlete<br>%     | Non-athlete<br>% | Athlete<br>%     | Non-athlete<br>% |
| "I spend a lot of<br>time thinking about<br>how to improve my<br>chances of getting<br>ahead." | Agree    | 96               | 88               | 59               | 57               |
|                                                                                                | Disagree | <u>4</u><br>100  | <u>12</u><br>100 | <u>41</u><br>100 | <u>43</u><br>100 |
| N                                                                                              |          | (90)             | (301)            | (271)            | (972)            |

Athlete - Non-athlete: Black

$$\chi^2 = 4.25$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .11$$

Athlete - Non-athlete: White

$$\chi^2 = .195$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .014$$

Complete Table

$$\chi^2 = 141.75$$

$$df = 3$$

$$p < .05$$

$$C. \text{ coefficient} = .281$$

Table 10. (Continued)

| Materialistic<br>Orientation Items      | Response | Control Category |                  |              |                  |
|-----------------------------------------|----------|------------------|------------------|--------------|------------------|
|                                         |          | Black            |                  | White        |                  |
|                                         |          | Athlete<br>%     | Non-athlete<br>% | Athlete<br>% | Non-athlete<br>% |
| "I am anxious to get<br>further ahead." | Agree    | 94               | 92               | 84           | 85               |
|                                         | Disagree | 6                | 8                | 16           | 15               |
| N                                       |          | 100<br>(94)      | 100<br>(305)     | 100<br>(271) | 100<br>(967)     |

Athlete - Non-athlete: Black

$$\chi^2 = .001$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .008$$

Athlete - Non-athlete: White

$$\chi^2 = .304$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .017$$

Complete Table

$$\chi^2 = 14.49$$

$$df = 3$$

$$p < .05$$

$$C. \text{ coefficient} = .093$$

gency coefficient of .28 was relatively strong and these results generally reinforce those observed for the first materialistic orientation item. Slightly more athletes in both race categories agreed with this statement, but the percentage differences were relatively small.

The final materialistic orientation item presented in Table 10 read: "I am anxious to get further ahead." The trend observed for the responses to this item was similar to the two previous items; however, the overall difference between blacks and whites was not as great as observed above. The vast majority of all the respondents, both black and white, athletes and non-athletes were found to agree with this statement. Approximately nine out of every ten of the black respondents and eight out of every ten of the white respondents agreed with statement. The contingency coefficient of .09 reflects a much weaker relationship than was observed for the two previous materialistic orientation items. The trend observed previously was also prevalent; that is, proportionately more black than white respondents were found to be oriented toward getting "further ahead."

The final three materialistic orientation items are presented in Table 11. The first item in Table 11, tended to elaborate on the last item analyzed in Table 10. The item read "Getting ahead is one of the most important things in life to me." For the black respondents, the vast majority of athletes (83 percent) and non-athletes (76 percent) agreed with this statement. On the other hand, for whites the majority of athletes (57 percent) and non-athletes (56 percent) disagreed with the item. Although most of the white respondents indicated that they were "anxious to get further ahead" (Table 10), apparently "getting



Table 11. Materialistic Orientations of Black and White Female Adolescents by Athletic Status (Items 4-6)

| Materialistic Orientation Items                                    | Response | Control Category |                  |              |                  |
|--------------------------------------------------------------------|----------|------------------|------------------|--------------|------------------|
|                                                                    |          | Black            |                  | White        |                  |
|                                                                    |          | Athlete<br>%     | Non-athlete<br>% | Athlete<br>% | Non-athlete<br>% |
| "Getting ahead is one of the most important things in life to me." | Agree    | 83               | 76               | 43           | 44               |
|                                                                    | Disagree | 17               | 24               | 57           | 56               |
|                                                                    |          | <u>100</u>       | <u>100</u>       | <u>100</u>   | <u>100</u>       |
| N                                                                  |          | (100)            | (307)            | (270)        | (969)            |

Athlete - Non-athlete: Black

$$\chi^2 = .652$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .046$$

Athlete - Non-athlete: White

$$\chi^2 = .574$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .023$$

Complete Table

$$\chi^2 = 139.41$$

$$df = 3$$

$$p < .05$$

$$C. \text{ coefficient} = .279$$

Table 11. (Continued)

| Materialistic<br>Orientation Items                                                                                                           | Response | Control Category    |                     |                     |                     |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------|---------------------|---------------------|---------------------|
|                                                                                                                                              |          | Black               |                     | White               |                     |
|                                                                                                                                              |          | Athlete<br>%        | Non-athlete<br>%    | Athlete<br>%        | Non-athlete<br>%    |
| "It is important to me to own material things, such as a home, or clothing which are at least as good as those of my neighbors and friends." | Agree    | 74                  | 69                  | 43                  | 46                  |
|                                                                                                                                              | Disagree | 26                  | 31                  | 57                  | 54                  |
| N                                                                                                                                            |          | <u>100</u><br>(100) | <u>100</u><br>(304) | <u>100</u><br>(270) | <u>100</u><br>(966) |

Athlete - Non-athlete: Black

$$\chi^2 = .276$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .036$$

Athlete - Non-athlete: White

$$\chi^2 = .0003$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .002$$

Complete Table

$$\chi^2 = 76.07$$

$$df = 3$$

$$p < .05$$

$$C. \text{ coefficient} = .210$$

Table 11. (Continued)

| Materialistic<br>Orientation Items                                                | Response | Control Category    |                     |                     |                     |
|-----------------------------------------------------------------------------------|----------|---------------------|---------------------|---------------------|---------------------|
|                                                                                   |          | Black               |                     | White               |                     |
|                                                                                   |          | Athlete<br>%        | Non-athlete<br>%    | Athlete<br>%        | Non-athlete<br>%    |
| "Getting money and<br>material things out of<br>life is very important<br>to me." | Agree    | 75                  | 74                  | 34                  | 32                  |
|                                                                                   | Disagree | 25                  | 26                  | 66                  | 68                  |
| N                                                                                 |          | <u>100</u><br>(100) | <u>100</u><br>(302) | <u>100</u><br>(270) | <u>100</u><br>(967) |

Athlete - Non-athlete: Black

$$\chi^2 = 1.97$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .076$$

Athlete - Non-athlete: White

$$\chi^2 = .021$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .006$$

Complete Table

$$\chi^2 = 217.77$$

$$df = 3$$

$$p < .05$$

$$C. \text{ coefficient} = .342$$

ahead" is not "one of the most important things in life" for them. The response pattern to the first item in Table 11 tends to suggest this interpretation. The contingency coefficient in Table 11 of .279 for this item is relatively strong, indicating once again that the black respondents were more oriented toward material achievement than whites. Slightly more black athletes (83 percent) than non-athletes (76 percent) agreed with this statement.

The second materialistic orientation item in Table 11 inquired about the importance of owning various material items such as home, car, clothing, etc. The contingency coefficient of .21 reveals an association similar to those observed above. Larger proportions of blacks, both athletes (74 percent) and non-athletes (69 percent), indicated that they agreed with this statement. In contrast, for the white respondents, only 43 percent of the athletes and 46 percent of the non-athletes agreed with this statement. Black females, particularly athletes, appear to be more oriented toward owning material goods than their white counterparts.

The final materialistic orientation item presented in Table 11 stated: "Getting money and material things out of life is very important to me." Once again the trend indicated that proportionately more black females than whites agreed with the statement. The contingency coefficient of .342 is indicative of the fact that approximately seven out of ten black respondents agreed with the statement, while only about three out of every ten whites agreed with the statement.

In sum, the results presented above tend to question Hypothesis 3. Although, for every materialistic orientation item, slightly more black



athletes, in contrast to black non-athletes, agreed with the statement, no similar trend was found for whites. The more obvious finding for materialistic orientation was that black females are more materialistically oriented than white females.

Hypothesis 4: Black and white female athletes will have higher levels of academic performance than black and white female non-athletes.

In general, slight differences were observed for the respondents' high school academic performances. Approximately 9 percent of all white females had a GPA of less than 2.00 (C) compared to 16 percent of all black females (Table 12). However, 55 percent of all black respondents reported having a GPA greater than 2.00 but less than 3.00, while 52 percent of the white respondents reported similar grade point averages. White females had a higher grade point average percentage in the category of 3.00 through 4.00 (B to A) than black females. Table 12 also revealed that 39 percent of all white females fell into this category in contrast to 29 percent of the black females. Proportionately, more black female athletes had grade points of 2.00 or better (90 percent) than black female non-athletes (82 percent). Similar proportions of white female athletes and non-athletes had grade point averages of 2.00 or greater (90 percent).

Turning attention to Table 13, the mean grade point averages for each control category were found to be similar. For both race categories, athletes had slightly higher grade point averages. However, the differences were rather small.

From the analysis presented in Table 12 and 13, there appears to be only minor differences in the academic performances of white and

Table 12. High School Academic Performance by Race and Athletic Status

| Grade Point Average   | Control Category        |                             |                         |                             |
|-----------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
|                       | Black                   |                             | White                   |                             |
|                       | Athlete<br>(N=105)<br>% | Non-athlete<br>(N=316)<br>% | Athlete<br>(N=275)<br>% | Non-athlete<br>(N=913)<br>% |
| (0.00 - 1.99) Low     | 10                      | 18                          | 9                       | 9                           |
| (2.00 - 2.99) Average | 62                      | 52                          | 50                      | 53                          |
| (3.00 - 4.00) High    | <u>28</u>               | <u>30</u>                   | <u>42</u>               | <u>39</u>                   |
| Total                 | 100                     | 100                         | 100                     | 100                         |

Athlete - Non-athlete: Black

$$\chi^2 = 4.26$$

$$df = 2$$

$$p > .05$$

$$C. \text{ coefficient} = .100$$

Athlete - Non-athlete: White

$$\chi^2 = 1.44$$

$$df = 2$$

$$p > .05$$

$$C. \text{ coefficient} = .034$$

Complete Table

$$\chi^2 = 32.48$$

$$df = 6$$

$$p < .05$$

$$C. \text{ coefficient} = .138$$

black respondents and correspondingly, athletes and non-athletes in both race categories. These results lead to the conclusion that Hypothesis 4 cannot be accepted. The academic performances of both black and white female athletes and non-athletes appear to be quite similar.

Table 13. Mean Grade Point for Respondents by Race and Athletic Status

| Control Category   | $\bar{X}$ |
|--------------------|-----------|
| Black Athletes     | 2.17      |
| Black Non-athletes | 2.11      |
| White Athletes     | 2.33      |
| White Non-athletes | 2.29      |

Hypothesis 5: Black and white female athletes will have peer group associations that are oriented toward college attendance more than the peer group associations of black and white female non-athletes.

The analysis for Hypothesis 5 is presented in Table 14. The results indicate that 65 percent of all the female adolescents sampled associated with peers who had aspirations for attending college. Overall, about 35 percent of the peer friends of respondents chose either to enter military service or seek out gainful employment after high school graduation.

By race categories it was found that membership in a college-oriented peer group was more pronounced for white than black females. Overall, for the white respondents, 67 percent indicated that their peer friends were planning to attend college; only 60 percent of the black females had peers with college plans. Less than 35 percent of the white females had peer friends who were not going to college in contrast to 39 percent of the black females.

In terms of athlete-non-athlete contrasts, 8 percent more white athletes than white non-athletes and 4 percent more black athletes than

Table 14. Educational Plans of Peers by Race and Athletic Status

| Educational Plans<br>of Peers   | Control Category   |                        |                    |                        |
|---------------------------------|--------------------|------------------------|--------------------|------------------------|
|                                 | Black              |                        | White              |                        |
|                                 | Athlete<br>(N=105) | Non-athlete<br>(N=316) | Athlete<br>(N=675) | Non-athlete<br>(N=970) |
|                                 | %                  | %                      | %                  | %                      |
| Work or Military,<br>No College | 36                 | 40                     | 27                 | 35                     |
| College Attendance              | <u>64</u>          | <u>60</u>              | <u>73</u>          | <u>65</u>              |
| Total                           | 100                | 100                    | 100                | 100                    |

Athlete - Non-athlete: Black

$$\chi^2 = .447$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .038$$

Athlete - Non-athlete: White

$$\chi^2 = .206$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .066$$

Complete Table

$$\chi^2 = 11.49$$

$$df = 3$$

$$p < .05$$

$$C. \text{ coefficient} = .082$$

non-athletes had peers who aspired to enter college after high school. For black and white athletes, proportionately more white athletes (73 percent than black athletes (64 percent) had peer friends who were aspiring to go to college.

In sum, the trend observed in Table 14 suggests that in contrast to non-athletes, female athletes, both black and white, have peer



friends who plan to attend college. The difference was more pronounced for whites. However, the contingency coefficient of .082 was very weak and no substantial difference was observed. In light of this finding, Hypothesis 5 cannot be accepted.

Hypothesis 6: Black and white female athletes will receive more interpersonal encouragement from parents and teachers to attend college than black and white female non-athletes.

Tables 15 and 16 present the analysis for Hypothesis 6. No significant race or athlete differences were observed for the amount of encouragement to attend college provided by parents and teachers. More than half of the females in all control categories reported that parents and teachers provided encouragement to attend college.

In summary, Hypothesis 6 cannot be accepted. Both black and white female athletes and non-athletes received similar amounts of encouragement from parents and teachers to attend college.

Hypothesis 7: Black and white female athletes will receive more socialization for achievement than black and white female non-athletes.

In order to evaluate this hypothesis, these items probing parental stress on pride for achievement and independence were utilized. Tables 17, 18 and 19 present the results of the analysis.

The majority of the respondents in Table 18 reported receiving positive achievement influences from parents. For the items, the percentage of achievement socialization between black and white females were similar. Moreover, there were no major differences for achievement socialization between black and white athletes and black and white non-athletes. This finding suggests that parental achievement socialization was minimally associated with race and athletic status. The

Table 15. Parental Educational Encouragement by Race and Athletic Status

| Parental Educational<br>Encouragement for<br>College | Control Category   |                        |                    |                        |
|------------------------------------------------------|--------------------|------------------------|--------------------|------------------------|
|                                                      | Black              |                        | White              |                        |
|                                                      | Athlete<br>(N=105) | Non-athlete<br>(N=316) | Athlete<br>(N=274) | Non-athlete<br>(N=974) |
|                                                      | %                  | %                      | %                  | %                      |
| Strongly Discouraged                                 | 2                  | 2                      | 4                  | 1                      |
| Discouraged                                          | 4                  | 3                      | 5                  | 4                      |
| No Influence                                         | 22                 | 24                     | 25                 | 27                     |
| Encouraged                                           | 35                 | 32                     | 32                 | 31                     |
| Strongly Encouraged                                  | <u>37</u>          | <u>39</u>              | <u>38</u>          | <u>37</u>              |
| Total                                                | 100                | 100                    | 100                | 100                    |

Athlete - Non-athlete: Black

$$\chi^2 = .409$$

$$df = 4$$

$$p > .05$$

$$C. \text{ coefficient} = .03$$

Athlete - Non-athlete: White

$$\chi^2 = 3.32$$

$$df = 4$$

$$p > .05$$

$$C. \text{ coefficient} = .051$$

Complete Table

$$\chi^2 = 8.10$$

$$df = 12$$

$$p > .05$$

$$C. \text{ coefficient} = .069$$

chi square value of 26.17 and contingency coefficient of .124 reinforces this interpretation.

Table 16. Teachers' Educational Encouragement by Race and Athletic Status

| Teachers' Educational<br>Encouragement for<br>College | Control Category   |                        |                    |                        |
|-------------------------------------------------------|--------------------|------------------------|--------------------|------------------------|
|                                                       | Black              |                        | White              |                        |
|                                                       | Athlete<br>(N=105) | Non-athlete<br>(N=314) | Athlete<br>(N=275) | Non-athlete<br>(N=972) |
|                                                       | %                  | %                      | %                  | %                      |
| Strongly Discouraged                                  | 0                  | 1                      | 1                  | 4                      |
| Discouraged                                           | 3                  | 3                      | 4                  | 1                      |
| No Influence                                          | 36                 | 33                     | 32                 | 31                     |
| Encouraged                                            | 29                 | 36                     | 34                 | 36                     |
| Strongly Encouraged                                   | <u>32</u>          | <u>30</u>              | <u>33</u>          | <u>32</u>              |
| Total                                                 | 100                | 100                    | 100                | 100                    |

Athlete - Non-athlete: Black

$\chi^2 = 8.84$

df = 5

p &gt; .05

C. coefficient = .143

Athlete - Non-athlete: White

$\chi^2 = 1.95$

df = 5

p &gt; .05

C. coefficient = .039

Complete Table

$\chi^2 = 8.10$

df = 12

p &gt; .05

C. coefficient = .095

Table 17. Parental Achievement Socialization of Respondents by Race and Athletic Status

| Parental Achievement Socialization                                                                                   | Control Category        |                             |                         |                             |
|----------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
|                                                                                                                      | Black                   |                             | White                   |                             |
|                                                                                                                      | Athlete<br>(N=104)<br>% | Non-athlete<br>(N=313)<br>% | Athlete<br>(N=270)<br>% | Non-athlete<br>(N=969)<br>% |
| Generally, over the past 5-8 years, have your parents stressed that you take pride in the things you have done well? |                         |                             |                         |                             |
| Almost Never                                                                                                         | 9                       | 10                          | 10                      | 10                          |
| Sometimes                                                                                                            | 32                      | 28                          | 21                      | 24                          |
| Fairly Often                                                                                                         | 13                      | 13                          | 22                      | 23                          |
| Very Often                                                                                                           | 19                      | 20                          | 18                      | 15                          |
| Almost Every Time                                                                                                    | <u>27</u>               | <u>29</u>                   | <u>29</u>               | <u>28</u>                   |
| Total                                                                                                                | 100                     | 100                         | 100                     | 100                         |

Athlete - Non-athlete: Black

$$\chi^2 = .873$$

$$df = 4$$

$$p > .05$$

$$C. \text{ coefficient} = .045$$

Athlete - Non-athlete: White

$$\chi^2 = 1.83$$

$$df = 4$$

$$p > .05$$

$$C. \text{ coefficient} = .038$$

Complete Table

$$\chi^2 = 26.17$$

$$df = 12$$

$$p < .05$$

$$C. \text{ coefficient} = .124$$



Table 18. Parental Achievement Socialization of Respondents by Race and Athletic Status (Item 2)

| Parental Achievement<br>Socialization                                                                                            | Control Category        |                             |                         |                             |
|----------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------|-------------------------|-----------------------------|
|                                                                                                                                  | Black                   |                             | White                   |                             |
|                                                                                                                                  | Athlete<br>(N=105)<br>% | Non-athlete<br>(N=311)<br>% | Athlete<br>(N=273)<br>% | Non-athlete<br>(N=965)<br>% |
| Generally, over the past<br>5-8 years, how often have<br>your parents praised<br>or rewarded you when you<br>did something well? |                         |                             |                         |                             |
| Almost Never                                                                                                                     | 8                       | 7                           | 4                       | 6                           |
| Sometimes                                                                                                                        | 5                       | 11                          | 4                       | 8                           |
| Fairly Often                                                                                                                     | 26                      | 16                          | 22                      | 24                          |
| Very Often                                                                                                                       | 21                      | 23                          | 32                      | 28                          |
| Almost Every Time                                                                                                                | 40                      | 43                          | 38                      | 34                          |
| Total                                                                                                                            | 100                     | 100                         | 100                     | 100                         |

Athlete - Non-athlete: Black

$\chi^2 = 7.28$

df = 5

p &gt; .05

C. coefficient = .130

Athlete - Non-athlete: White

$\chi^2 = 7.54$

df = 5

p &gt; .05

C. coefficient = .077

Complete Table

$\chi^2 = 31.89$

df = 12

p &lt; .05

C. coefficient = .137

The second parental achievement socialization item read, "Over the past 5-8 years, how often have your parents praised or rewarded you when you did something well?" (Table 18). Once again, a majority of the respondents reported receiving positive achievement influences from parents. Moreover, the percentage differences for achievement socialization for black and white respondents were small. There were slight differences in reports of parental praise and rewards for achievements between black and white athletes and black and white non-athletes. However, the chi square analysis reinforced the finding that item two had little relationship across race categories and athletic status.

In Table 19 the analysis for the final parental achievement socialization item is presented. It was found that a majority of the respondents reported favorable achievement influences for parents. However, by race categories, it was found that proportionately more black respondents reported parental achievement socialization influence for independent training. There were no significant percentage differences for achievement socialization of athletes and non-athletes in both race categories. The chi square value of 39.80 and a relative weak contingency coefficient (.152) suggests that parental-stressed independence was slightly related to race categories, but not athletic status.

In sum, the results of the items for the tables indicated that parental achievement socialization had only slight differentials by race and athletic status groups. Based on the results of these findings, Hypothesis 7 cannot be accepted.

Table 19. Parental Achievement Socialization of Respondents by Race and Athletic Status (Item 3)

| Parental Achievement<br>Socialization                                                                                                                                                                          | Control Category   |                        |                    |                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|------------------------|--------------------|------------------------|
|                                                                                                                                                                                                                | Black              |                        | White              |                        |
|                                                                                                                                                                                                                | Athlete<br>(N=104) | Non-athlete<br>(N=315) | Athlete<br>(N=274) | Non-athlete<br>(N=968) |
|                                                                                                                                                                                                                | %                  | %                      | %                  | %                      |
| Generally, over the past<br>5-8 years, have your<br>parents stressed or<br>emphasized your being<br>able to do things by<br>yourself, like buying<br>your own clothes,<br>going places by your-<br>self, etc.? |                    |                        |                    |                        |
| Almost Never                                                                                                                                                                                                   | 5                  | 7                      | 9                  | 6                      |
| Sometimes                                                                                                                                                                                                      | 13                 | 8                      | 7                  | 9                      |
| Fairly Often                                                                                                                                                                                                   | 14                 | 18                     | 18                 | 22                     |
| Very Often                                                                                                                                                                                                     | 19                 | 19                     | 28                 | 29                     |
| Almost Every Time                                                                                                                                                                                              | <u>49</u>          | <u>48</u>              | <u>38</u>          | <u>34</u>              |
| Total                                                                                                                                                                                                          | 100                | 100                    | 100                | 100                    |

Athlete - Non-athlete: Black

$$\chi^2 = 3.98$$

$$df = 5$$

$$p > .05$$

$$C. \text{ coefficient} = .096$$

Athlete - Non-athlete: White

$$\chi^2 = 6.77$$

$$df = 5$$

$$p > .05$$

$$C. \text{ coefficient} = .073$$

Complete Table

$$\chi^2 = 39.80$$

$$df = 12$$

$$p < .05$$

$$C. \text{ coefficient} = .152$$

Hypothesis 8: Black and white female athletes will have higher levels of deferred gratification than black and white female non-athletes.

For hypothesis 8, a six-item scale measuring deferred gratification was utilized. Each item was analyzed separately by race-athletic-status control categories in order to evaluate the hypothesis. Tables 20 and 21 provide the distributions of responses, the chi square and contingency coefficient values for each of the items.

For the six indicators of deferred gratification presented in Tables 20 and 21 it was found that proportionately more blacks than whites agreed with the statements. For the item, "Getting the job that I desire is my most important goal" approximately nine out of every ten black respondents agreed, while only approximately four out of every ten white respondents agreed with the statement (Table 20). Ninety-three percent of all black athletes and 89 percent of the non-athletes, in contrast to 66 percent of all white athletes and 57 percent of all non-athletes agreed with this statement. Slightly more athletes in both racial categories agreed with the statement than non-athletes, but the percentage difference was small. These results, along with a relative strong contingency coefficient of .28, indicated that the major relationship in the table was between race groups and not athletic status within the race categories.

The second deferred gratification item read, "In order to get the job I desire, I would be willing to attend college for a number of years." Again, more blacks agreed with the statement than white respondents, but the overall percentage difference between blacks and whites were relatively small. The vast majority of all the respondents,



Table 20. Deferred Gratification Attitudes of Respondents by Race and Athletic Status (Items 1-3)

| Deferred Gratification Items                               | Response | Control Category    |                     |                     |                     |
|------------------------------------------------------------|----------|---------------------|---------------------|---------------------|---------------------|
|                                                            |          | Black               |                     | White               |                     |
|                                                            |          | Athlete %           | Non-athlete %       | Athlete %           | Non-athlete %       |
| "Getting the job that I desire is my most important goal." | Agree    | 93                  | 89                  | 66                  | 57                  |
|                                                            | Disagree | 7                   | 11                  | 34                  | 43                  |
| N                                                          |          | <u>100</u><br>(103) | <u>100</u><br>(310) | <u>100</u><br>(271) | <u>100</u><br>(959) |

Athlete - Non-athlete: Black

$$\chi^2 = .906$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .056$$

Athlete - Non-athlete: White

$$\chi^2 = 7.47$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .079$$

Complete Table

$$\chi^2 = 145.78$$

$$df = 3$$

$$p < .05$$

$$C. \text{ coefficient} = .285$$

Table 20. (Continued)

| Deferred<br>Gratification<br>Items                                                                       | Response | Control Category |                  |              |                  |
|----------------------------------------------------------------------------------------------------------|----------|------------------|------------------|--------------|------------------|
|                                                                                                          |          | Black            |                  | White        |                  |
|                                                                                                          |          | Athlete<br>%     | Non-athlete<br>% | Athlete<br>% | Non-athlete<br>% |
| "In order to get the job<br>I desire, I would be<br>willing to attend college<br>for a number of years." | Agree    | 82               | 81               | 76           | 71               |
|                                                                                                          | Disagree | 18               | 19               | 24           | 29               |
| N                                                                                                        |          | 100<br>(194)     | 100<br>(310)     | 100<br>(274) | 100<br>(953)     |

Athlete - Non-athlete: Black

$$\chi^2 = .009$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .011$$

Athlete - Non-athlete: White

$$\chi^2 = 2.47$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .047$$

Complete Table

$$\chi^2 = 15.89$$

$$df = 3$$

$$p < .05$$

$$C. \text{ coefficient} = .097$$

Table 20. (Continued)

| Deferred<br>Gratification<br>Items                                                                            | Response | Control Category |                  |              |                  |
|---------------------------------------------------------------------------------------------------------------|----------|------------------|------------------|--------------|------------------|
|                                                                                                               |          | Black            |                  | White        |                  |
|                                                                                                               |          | Athlete<br>%     | Non-athlete<br>% | Athlete<br>% | Non-athlete<br>% |
| "In order to get the job<br>I desire, I would be wil-<br>ling to postpone marriage<br>for a number of years." | Agree    | 69               | 62               | 43           | 40               |
|                                                                                                               | Disagree | 31               | 38               | 57           | 60               |
|                                                                                                               |          | <u>100</u>       | <u>100</u>       | <u>100</u>   | <u>100</u>       |
| N                                                                                                             |          | (104)            | (306)            | (271)        | (950)            |

Athlete - Non-athlete: Black

$$\chi^2 = 1.56$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .067$$

Athlete - Non-athlete: White

$$\chi^2 = .987$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .030$$

Complete Table

$$\chi^2 = 69.7$$

$$df = 3$$

$$p < .05$$

$$C. \text{ coefficient} = .202$$

both black and white, athletes and non-athletes, expressed agreement with the statement. Approximately eight out of every ten black respondents and seven out of every ten white respondents concurred with the statement. A contingency coefficient of .09 indicated a very weak relationship for the categories. However, the above findings are consistent with the results noted earlier for educational aspirations, which indicated that the vast majority of all the respondents had fairly high-level educational aspirations.

The final deferred gratification item in Table 20 read, "In order to get the job I desire, I would be willing to postpone marriage for a number of years." The trend observed for the responses to this item was that black respondents more than white respondents agreed with this statement. Sixty-nine percent of all black athletes and 62 percent of the non-athletes, in contrast to 43 and 40 percent of all white athletes and non-athletes respectively agreed with the statement.

Slightly more athletes in both race categories agreed with the statement, but the percentage differences were, once again, small. The contingency coefficient of .20 was relatively strong, suggesting the major relationship in the table was between race groups. Apparently white females are less willing than black females to defer marital plans for an occupational career.

The final three deferred gratification items are presented in Table 21. The first item represents a continuation of those items presented in Table 20. The first item read, "In order to get the job I desire, I would be willing to give up having leisure time." The trend observed for the responses to this item was similar to previous items



Table 2i. Deferred Gratification Attitudes of Respondents by Race and Athletic Status (Items 4-6)

| Deferred Gratification Items                                                           | Response | Control Category |               |            |               |
|----------------------------------------------------------------------------------------|----------|------------------|---------------|------------|---------------|
|                                                                                        |          | Black            |               | White      |               |
|                                                                                        |          | Athlete %        | Non-athlete % | Athlete %  | Non-athlete % |
| "In order to get the job I desire, I would be willing to give up having leisure time." | Agree    | 70               | 63            | 62         | 62            |
|                                                                                        | Disagree | 30               | 37            | 38         | 38            |
|                                                                                        |          | <u>100</u>       | <u>100</u>    | <u>100</u> | <u>100</u>    |
| N                                                                                      |          | (102)            | (305)         | (273)      | (957)         |

Athlete - Non-athlete: Black

$$\chi^2 = 1.08$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .057$$

Athlete - Non-athlete: White

$$\chi^2 = .021$$

$$df = 1$$

$$p > .05$$

$$C. \text{ coefficient} = .006$$

Complete Table

$$\chi^2 = 2.65$$

$$df = 3$$

$$p > .05$$

$$C. \text{ coefficient} = .04$$

Table 21. (Continued)

| Deferred<br>Gratification<br>Item                                                          | Response | Control Category    |                     |                     |                     |
|--------------------------------------------------------------------------------------------|----------|---------------------|---------------------|---------------------|---------------------|
|                                                                                            |          | Black               |                     | White               |                     |
|                                                                                            |          | Athlete<br>%        | Non-athlete<br>%    | Athlete<br>%        | Non-athlete<br>%    |
| "In order to get the<br>job I desire, I would<br>be willing to move<br>from my home town." | Agree    | 89                  | 89                  | 82                  | 82                  |
|                                                                                            | Disagree | 11                  | 11                  | 18                  | 18                  |
| N                                                                                          |          | <u>100</u><br>(103) | <u>100</u><br>(308) | <u>100</u><br>(272) | <u>100</u><br>(956) |

Athlete - Non-athlete: Black

$\chi^2 = .006$

df = 1

p &gt; .05

C. coefficient = .004

Athlete - Non-athlete: White

$\chi^2 = .118$

df = 1

p &gt; .05

C. coefficient = .012

Complete Table

$\chi^2 = 8.20$

df = 3

p &gt; .05

C. coefficient = .07

Table 21. (Continued)

| Deferred<br>Gratification<br>Item                                                                                       | Response | Control Category    |                     |                     |                     |
|-------------------------------------------------------------------------------------------------------------------------|----------|---------------------|---------------------|---------------------|---------------------|
|                                                                                                                         |          | Black               |                     | White               |                     |
|                                                                                                                         |          | Athlete<br>%        | Non-athlete<br>%    | Athlete<br>%        | Non-athlete<br>%    |
| "Getting the occupation<br>I desire is important,<br>but there are other<br>things in life that<br>are more important." | Agree    | 71                  | 72                  | 83                  | 84                  |
|                                                                                                                         | Disagree | 29                  | 28                  | 17                  | 16                  |
| N                                                                                                                       |          | <u>100</u><br>(102) | <u>100</u><br>(307) | <u>100</u><br>(271) | <u>100</u><br>(951) |

Athlete - Non-athlete: Black

$\chi^2 = .043$

df = 1

p &gt; .05

C. coefficient = .016

Athlete - Non-athlete: White

$\chi^2 = .217$

df = 1

p &gt; .05

C. coefficient = .016

Complete Table

$\chi^2 = 30.32$

df = 3

p &lt; .05

C. coefficient = .135

(Table 20). The vast majority of all the respondents, both black and white, athletes and non-athletes, agreed with this statement. Approximately 6.5 of every ten black respondents and six out of every ten white respondents agreed with the statement. The contingency coefficient of .04 indicates that no significant relationship was found between race categories or athletes' status within race categories.

The second deferred gratification item read, "In order to get the job I desire, I would be willing to move from my home town." The observations for the responses to this statement reflected the trends observed for previous items in which the vast majority of all the respondents in each of the categories agreed with the statement. Slightly more black respondents (6 percent) agreed with the statement than white respondents. There were no significant percentage differences between black and white athletes and non-athletes. Again, a very weak contingency coefficient (.07) suggests that a weak relationship existed between the race groups.

The final deferred gratification item in Table 21 read, "Getting the occupation that I desire is important, but there are many other things in life that are important." As in the previous items, the trend observed for the responses to this item was similar. The vast majority of all the respondents, both black and white, athletes and non-athletes, agreed with the statement. Proportionately, slightly more non-athletes than athletes agreed with the statement, but the percentage difference was infinitesimally small. A contingency coefficient of .135 suggests that a relatively weak relative relationship was found between the categories. Approximately, eight out of every



ten white respondents and seven out of every ten black respondents agreed with the statement, indicating a slight trend for white female youth to be concerned with things in life other than an occupational career.

The results presented above tend to question the validity of Hypothesis 8. For almost all deferred gratification items, more black respondents agreed with the statements than white respondents. Also, for most items, though the percentages were extremely small, proportionately more black and white athletes agreed with the statements than black and white non-athletes. Substantial variations, by race categories were found for the importance of securing desired job and willingness to postpone marriage for career achievement. Apparently black females are more oriented toward occupational achievement and less oriented toward marriage considerations than their white counterparts.

In summary, Table 22 presents an overview of the findings of this chapter. The empirical analysis revealed moderate support for Hypothesis 1 only. The remaining seven hypotheses cannot be supported for females in both race groups. Two serendipitous findings were that black females, both athletes and non-athletes, generally held stronger orientations for material achievements and expressed more willingness to defer gratification for occupational achievements than white females.

Table 22. Summary of Evaluation of Hypotheses

| Hypotheses                                                                                                                                                                                                   | Control Catetory |                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------|
|                                                                                                                                                                                                              | Black            | White          |
| H <sub>1</sub> : Black and white female athletes will have higher levels of educational aspiration than black and white female non-athletes.                                                                 | Accept           | Accept         |
| H <sub>2</sub> : Black and white female athletes will have higher status occupational aspirations than black and white female non-athletes.                                                                  | Fail to Accept   | Fail to Accept |
| H <sub>3</sub> : Black and white female athletes will have higher levels of materialistic achievement orientation than black and white female non-athletes                                                   | Fail to Accept   | Fail to Accept |
| H <sub>4</sub> : Black and white female athletes will have higher levels of academic performance than black and white female non-athletes.                                                                   | Fail to Accept   | Fail to Accept |
| H <sub>5</sub> : Black and white female athletes will have peer group associations that are oriented toward college attendance more than the peer group associations of black and white female non-athletes. | Fail to Accept   | Fail to Accept |
| H <sub>6</sub> : Black and white female athletes will receive more inter-personal encouragement from parents and teachers to attend college than black and white female non-athletes.                        | Fail to Accept   | Fail to Accept |
| H <sub>7</sub> : Black and white female athletes will received more social-ization for achievement than black and white female non-athletes.                                                                 | Fail to Accept   | Fail to Accept |

Table 22. (Continued)

| Hypotheses                                                                                                                                   | Control Category |                |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------|
|                                                                                                                                              | Black            | White          |
| H <sub>8</sub> : Black and white female athletes will have higher levels of deferred gratification than black and white female non-athletes. | Fail to Accept   | Fail to Accept |

## CHAPTER V

### SUMMARY AND CONCLUSIONS

This chapter will present: (1) a summary of the eight hypotheses and major findings of the thesis; (2) a discussion of the theoretical implications these findings have relative to past research on interscholastic athletics and youth; and (3) a statement on the limitations of the study and suggestions for future research.

#### Summary of Major Findings

The objective of this thesis was a comparative analysis of the significance of athletic participation for the achievement orientations of a sample of black and white female adolescents. All respondents were classified either as athletes or non-athletes by each race category. Athletic participation was operationalized as formal participation in any type of interscholastic sports available in high school. Non-athletes did not compete in interscholastic sport activities in the high school. The major results of the empirical analysis presented in Chapter IV are presented below.

Educational Aspirations. The majority of the respondents had educational aspirations that went beyond completion of high school. The major percentage differences observed for educational aspirations of the black and white respondents was very small. Black and white athletes did have slightly higher educational aspirations than black and white non-athletes, but the absolute percentage variations were minor. Overall, the relationship between athletic participation and



educational aspiration was relatively weak, although female athletes did manifest slightly higher levels of educational aspirations.

Occupational Aspirations. White respondents, regardless of athletic status were found to have higher occupational aspirations. Furthermore, it was found that no major differences were observed for levels of occupational aspiration within each race category with regard to contrasts between female athletes and non-athletes.

Materialistic Orientations. The findings for materialistic orientations of black and white females revealed that black respondents were more materialistically oriented than their white counterparts. In addition, the analysis also indicated that black athletes were slightly more materialistically oriented than black non-athletes. No such trend was observed for differences in athletic status among white respondents. These findings suggest that race differences were more important than athletic status for the development of adolescents' materialistic orientations. Both white athletes and non-athletes were found to have lower levels of materialistic orientations when compared to the black respondents who were either athletes or non-athletes. This basic trend was not anticipated by the research hypotheses constructed earlier from the literature review.

Academic Performance. For both black and white respondents, athletes and non-athletes, the analysis for academic performance revealed no major differences across control categories. White respondents had a slightly higher grade point average (2.32), in contrast to black respondents (2.14). However, the academic performance of athletes and non-athletes in each racial group was similar, suggesting that no major difference was obtained by the use of control categories for academic

performance.

College-Oriented Peer Group. The majority of all respondents, black and white, athletes and non-athletes, had peers who planned to attend college. Proportionately more athletes had peer friends who planned to enter college than non-athletes. These findings were more pronounced for white respondents. There were no major differences for peer educational plans by athletic status within each racial group. The statistical analysis revealed a very weak relationship between peer educational plans and athletic status.

Parents' and Teachers' Encouragement to Attend College. More than half of all the respondents reported that their parents and teachers provided encouragement to attend college. There were no major differences observed for the amount of encouragement to attend college provided by parents and teachers of the white athlete and non-athlete classifications.

Parental Achievement Socialization. The analysis for parental achievement socialization practices by race and athletic status revealed that the majority of all respondents agreed with the statements. No major differences were observed between blacks and whites or within racial groups for athletes and non-athletes regarding the amount of achievement socialization provided by parents.

Deferred Gratification. The analysis for the six questionnaire items measuring deferred gratification by race and athletic status revealed major differences between the black and white respondents. It was found that black respondents agreed more with deferred gratification statements than whites. Moreover, proportionately more black and

white athletes agreed with the statements than black and white non-athletes; however, the percentage differences were rather small. The major difference observed was between racial groups. These findings are similar to those found for materialistic orientation. Apparently, race, rather than athletic status, accounted for the observed differences in the responses to the deferred gratification items.

#### Theoretical Implications

As noted earlier in this study, there has been no sociological research conducted on the significance of athletic behavior for females' achievement orientations. This fact was elaborated on in a previous section of this thesis, which pointed out that the vast majority of the major empirical studies on athletics and achievement have been conducted for white males. From this limited research several generalizations have emerged which document a positive relationship between athletic participation and adolescents' achievement orientations. The objective of this thesis was an extension of this hypothesis in several directions. First, the analysis was conducted on female athletes, both black and white. Second, an extension of the analysis was made in terms of adding multiple indicators of achievement orientations and parental socialization practices. The findings question the role-theory approach existing in the literature which states that the athlete role contains normative prescriptions and self-discipline demands which enhance students' achievement behaviors in other roles. Eidsmore (1963), Schafer and Armer (1968), and Bend (1964) all reported that male, white athletes had better grade point averages than non-athletes.

Our findings suggest that these earlier results must be tempered and specified as existing only for male athletes. Furthermore, in contrast to the contentions of Coleman (1961), Rehberg and Schafer (1968), and Picou (1976) no substantive differences were found by athletic status regarding membership in a college-oriented peer group. Slightly higher levels of educational aspiration were observed for athletes in both race categories, tending to provide limited support for past studies of white males (e.g., see Rehberg and Schafer, 1968). However, the empirical results presented in Chapter IV revealed rather weak relationships.

The lack of observed relationships in the hypothesized directions for female athletes and non-athletes suggests that the importance of interscholastic high school athletics for achievement differs significantly by sex. One plausible explanation for this fact entails a consideration of sex-linked characteristics associated with "male" versus "female" sports. As noted in an earlier chapter, female athletic competition stresses "form, grace and beauty." It could be contended that athletics for females have traditionally been viewed as a "form of art" rather than "open competition." This contention also reflects the historical sport segregation of women into types of activities involving only females. Most recently, females have gained the opportunity to compete with males in a variety of traditional male sports from little league baseball to football. This trend may have consequences for future research. As women become more active participants in "traditional male sports," their achievement behaviors may increasingly reflect the influence of athletic competition in a manner similar to



males.

Previous research has not considered the relationships between materialistic orientations and deferred gratification patterns. The findings of this research revealed no relationship between athletic statuses and materialistic orientations and deferred gratification for either black or white youth. However, the research did reveal a strong relationship across racial groups. Black respondents, both athletes and non-athletes, were found to agree more with the materialistic orientation and deferred gratification items than whites. It is plausible that certain demographic factors, such as rural residence patterns, low parental educational and occupational levels, and a relatively low percentage of broken families are responsible for the observed racial variations. Black youth, who are relatively "disadvantaged" may desire material things and are willing to sacrifice for the achievement of such possessions more than their more affluent white counterparts. Future research should attempt to clarify these serendipitous findings.

#### Limitations and Suggestions for Future Research

Implications derived from this thesis should be viewed as tentative until additional comparative research on athletic participation and female achievement orientations is available. The sample employed in this study was limited to youth residing in one deep-South state and therefore generalizations are restricted. Furthermore, the findings of this thesis are limited to black and white females who were high school seniors in 1970. Since many changes have taken place regarding the "feminist movement" in the last six years, the results of this

study may be timebound.

The failure of this study to incorporate data on educational and occupational achievement is a limitation. It is suggested that future studies in this area should attempt to include information on actual career achievements in order to more adequately evaluate the athletic participation-achievement hypothesis.

This study did not provide any information on the nature of the respondents' athletic participation. The lack of a well operationalized concept of athletic participation is acknowledgement as a limitation not only to this thesis but past research as well. Future research should attempt to assess the significance of athletic success, in contrast to mere participation. As noted by Picou and Curry (1974:776) "the successful or all-Star athlete, in contrast to the mere participants, may be characterized by attitudes and values which are significant for promoting educational and career achievement." Moreover, any future study of female athletes and achievement should attempt to ascertain what specific sports females are actively involved in.

A comparison of the athletic participation-achievement hypothesis by "traditional male" and "traditional female" sport participation would provide a basis to evaluate the suggestions noted earlier regarding the differential nature of interscholastic athletic competition by sex. Finally, future research in this area should attempt to consider additional variables, such as marital plans, that have been noted as playing a major role for the socialization of females. Falk and Cosby (1975) have noted this fact by stating, "it is plausible that the mobility choices and attainment behavior of women differs fundamentally

from that of men..." These potential differences necessitate a construction of measures of marital and fertility plans and other variables unique to the experiences of women. The observed race variations for materialistic orientation and deferred gratification point to the importance of future athletic studies using these variables.

In conclusion, this thesis has revealed that interscholastic athletic participation was not strongly related to the achievement orientations of black and white females. Traditionally, few women have chosen sport as a professional career, thereby limiting the visibility of women athletes as role models. Whether or not athletics will continue to play a less important role for the formation of women's achievement orientations, in contrast to men, will depend on the amount of female participation, the social status and rewards provided for successful women athletes, and the specific types of athletic events women pursue in the future.

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APPENDIX A  
Questionnaire

CONFIDENTIAL

NO. \_\_\_\_\_

## LOUISIANA YOUTH STUDY

## LOUISIANA STATE UNIVERSITY

This set of questions is part of a study of high school students in the southern United States. The purpose of this study is to learn more about what students think about their future and what they plan to do after they leave high school.

THIS IS NOT A TEST! There are no right or wrong answers. We are only interested in finding out your opinions about some important matters. No one in your school will ever see your answers. Special safeguards have been set up to make sure that your replies will be kept strictly confidential.

We hope that you will cooperate to make this a good scientific study by answering all the questions as frankly and honestly as you can. We appreciate your help very much. If you have a problem in answering any question, or do not understand a question, please raise your hand and someone will assist you immediately. Please answer all questions, even if you have to guess!



1. How old were you on your last birthday? \_\_\_\_\_
2. Sex (Circle one number): 1. Male 2. Female
3. Where have you lived most of your life? (Circle one number):
  1. A large city (over 100,000)
  2. A small city (2,500 to 100,000)
  3. Town or village (under 2,500)
  4. In the country, but not on a farm
  5. On a farm
4. What is the name of the city, town, village or community you have lived most of your life? \_\_\_\_\_
5. What is your religious preference? (Circle one number):
  1. Catholic
  2. Baptist
  3. Methodist
  4. Congregationalist
  5. Presbyterian
  6. Lutheran
  7. Episcopal
  8. Jewish
  9. Other (What? \_\_\_\_\_)
  10. None
6. How often do you attend church services? (Circle one number):
  1. Every Sunday and frequently during the week
  2. Every Sunday
  3. Once or twice a month
  4. Only on special occasions, like Christmas and Easter
  5. Very seldom
7. What is your race? (Circle one number):
  1. Red
  2. Black
  3. White
  4. Yellow
  5. Other \_\_\_\_\_
8. What is the marital status of your mother and father? (Circle one number):

|                                |                                     |
|--------------------------------|-------------------------------------|
| 1. Both alive, living together | 4. Father not living                |
| 2. Both alive, separated       | 5. Mother not living                |
| 3. Both alive, divorced        | 6. Neither father nor mother living |

9. How many children have your parents ever had? (Remember to include yourself, any brothers or sisters who may have left home by now, and who have died since birth): \_\_\_\_\_.
10. Where do you come in your family? That is, are you the eldest child (write 1), the third oldest (write 3), and so on \_\_\_\_\_.
11. What was the highest school grade completed by your father? (Circle one number):
- |                         |                                                                   |
|-------------------------|-------------------------------------------------------------------|
| 1. Did not go to school | 13. Twelfth grade                                                 |
| 2. First grade          | 14. Completed Vocational-Technical school graduate                |
| 3. Second grade         | 15. Some college, but did not graduate                            |
| 4. Third grade          | 16. Graduated from college                                        |
| 5. Fourth grade         | 17. Graduated from college and has completed graduate work        |
| 6. Fifth grade          | 18. Graduated from college and has received a master's degree     |
| 7. Sixth grade          | 19. Has a graduate or professional degree (Ph.D., Doctor, Lawyer) |
| 8. Seventh grade        |                                                                   |
| 9. Eighth grade         |                                                                   |
| 10. Ninth grade         |                                                                   |
| 11. Tenth grade         |                                                                   |
| 12. Eleventh grade      |                                                                   |
12. What was the highest school grade completed by your mother? (Write one number from the list in Question 11): \_\_\_\_\_.
13. What is your father's occupation? (Write your answer in the following box. Give the specific job. For example say carpenter, not construction worker. This question refers to his present job if your father is employed or his last job if your father is unemployed):

ANSWER:

- a.) Is or was your father (circle one number):

1. self-employed      2. employed by someone else

- b.) What kind of place does your father work in (for example teacher in high school or college, etc., or laborer in chemical plant or sawmill or construction, etc.):

\_\_\_\_\_

14. What is the approximate yearly income of your family?

ANSWER:

15. What is your mother's occupation? (Write your answer in the following box. Give specific job. If your mother does not work, write housewife).

ANSWER:

- a.) Is or was your mother (circle one number):

1. self-employed      2. employed by someone else

- b.) What kind of place does your mother work in (for example teacher in high school or college, or laborer in chemical plant or sawmill or construction, etc.):

---

16. Now we would like some information about your occupational future. We all have ideas about jobs we would like to have if we were completely free to choose our own occupation. We would like to know what job you would like to have if you could choose any job in the world? In other words, what is your "dream" job? (In answering this question give an exact job. For example, do not say "work for the government," say "President of the United States" or "Senator." Write your answer in the box below).

ANSWER:

- a.) For this job, would you be (circle one number):

1. self-employed      2. employed by someone else

- b.) What kind of place would this job be in? \_\_\_\_\_

17. Now we would like to know what job you desire and will attempt to attain as a lifetime job? (Write your answer in the box below. Please give an exact job).

ANSWER:

- a.) For this job, would you be (circle one number):

1. self-employed      2. employed by someone else

- b.) What kind of place would this job be in? \_\_\_\_\_

18. Sometimes we are not able to do what we desire. Taking all the facts of your job future into consideration including your own personal ability and the opportunities you really think you have, what job do you really expect to have most of your life? (Write your answer in the box below. Please give an exact job).

ANSWER:

- a.) For this job, would you be (circle one number):
1. self-employed      2. employed by someone else
- b.) What kind of place would this job be in? \_\_\_\_\_
19. In order to get the job you listed in question 18, do you think you will have to leave your present community? (Circle one number):
1. Yes      2. No
- a.) If yes, circle one below:
1. I will probably have to leave my present place of residence  
2. I will probably have to leave my present parish  
3. I will probably have to leave Louisiana
20. Concerning Question No. 17, the teachers I have had in high school have: (Circle one number):
1. Strongly discouraged me about working in this job  
2. Discouraged me about working in this job  
3. Encouraged me to work in this job  
4. Strongly encouraged me to work in this job  
5. Have not influenced me one way or the other about this job
21. Concerning Question No. 17, my parents have: (Circle one number):
1. Strongly discouraged me about working in this job  
2. Discouraged me about working in this job  
3. Encouraged me to work in this job  
4. Strongly encouraged me to work in this job  
5. Have not influenced me one way or the other about this job



22. Concerning Question 17, my friends have: (Circle one number):

1. Strongly discouraged me about working in this job
2. Discouraged me about working in this job
3. Encouraged me to work in this job
4. Strongly encouraged me to work in this job
5. Have not influenced me one way or the other about this job

23. Concerning Question 17, my high school guidance counselor has: (Circle one number):

1. Strongly discouraged me about working in this job
2. Discouraged me about working in this job
3. Encouraged me to work in this job
4. Strongly encouraged me to work in this job
5. Have not influenced me one way or the other about this job
6. This school has no official high school guidance counselor

24. How much education would you desire to have if you were com-pletely free to get any amount you wanted? (See Box A and write one number from it in the blank below):

\_\_\_\_\_

25. How much education do you desire and will actively attempt to get? (See Box A and write one number from it in the blank below):

\_\_\_\_\_

26. Sometimes we are not able to achieve what we desire. Taking all the factors of your educational future into consideration, (personal abilities, opportunities, money available, etc.), how much education do you really expect to get? (See Box A and write one number from it in the blank below):

\_\_\_\_\_

#### BOX A

- |                         |                                                                      |
|-------------------------|----------------------------------------------------------------------|
| 1. Did not go to school | 12. Eleventh grade                                                   |
| 2. First grade          | 13. Twelfth grade                                                    |
| 3. Second grade         | 14. Complete Vocational-Technical school graduate                    |
| 4. Third grade          | 15. Some college but do not plan to graduate                         |
| 5. Fourth grade         | 16. Graduate from college                                            |
| 6. Fifth grade          | 17. Graduate from college and complete graduate work (M.A. Degree)   |
| 7. Sixth grade          | 18. Obtain a graduate or professional degree (Ph.D., Doctor, Lawyer) |
| 8. Seventh grade        |                                                                      |
| 9. Eighth grade         |                                                                      |
| 10. Ninth grade         |                                                                      |
| 11. Tenth grade         |                                                                      |

27. In general, my PARENTS have (circle one number):
1. STRONGLY DISCOURAGED me from going to college
  2. DISCOURAGED me from going to college
  3. ENCOURAGED me to go to college
  4. STRONGLY ENCOURAGED me to go to college
  5. HAVE NOT INFLUENCED me one way or the other concerning going to college
28. In general, the TEACHERS I have had in high school (circle one number):
1. STRONGLY DISCOURAGED me from going to college
  2. DISCOURAGED me from going to college
  3. ENCOURAGED me to go to college
  4. STRONGLY ENCOURAGED me to go to college
  5. HAVE NOT INFLUENCED me one way or the other concerning going to college
29. In general, my FRIENDS have (circle one number):
1. STRONGLY DISCOURAGED me from going to college
  2. DISCOURAGED me from going to college
  3. ENCOURAGED me to go to college
  4. STRONGLY ENCOURAGED me to go to college
  5. HAVE NOT INFLUENCED me one way or the other concerning going to college
30. In general, my HIGH SCHOOL GUIDANCE COUNSELOR has: (Circle one number):
1. STRONGLY DISCOURAGED me from going to college
  2. DISCOURAGED me from going to college
  3. ENCOURAGED me to go to college
  4. STRONGLY ENCOURAGED me to go to college
  5. HAVE NOT INFLUENCED me one way or the other concerning going to college
  6. At my high school there is no official high school guidance counselor
31. Most of my CLOSE FRIENDS are (circle one number):
1. Going to college
  2. Not going to college, probably going to work
  3. Going into military service

32. To the best of your knowledge, what final grade did you make in high school in the following courses: (Write a letter grade A, B, C, D or F next to each course. If you have never taken a course write "Never Took" in the blank next to it):

|                          |                                    |
|--------------------------|------------------------------------|
| 1. English (Last Course) | 11. Latin                          |
| 2. History (Last Course) | 12. Ind. Arts (shop)               |
| 3. Algebra               | 13. Ind. Arts (Mechanical Drawing) |
| 4. Trigonometry          | 14. Home Eco.                      |
| 5. Geometry              | 15. Bookkeeping                    |
| 6. Chemistry             | 16. Gen. Math                      |
| 7. Physics               | 17. Civics                         |
| 8. French                | 18. Geography                      |
| 9. German                |                                    |
| 10. Spanish              |                                    |

33. How much effect do you think each of the following things will have in keeping you from getting the job you desire? (See Question No. 17):

| Very Much | Much | Some | Not At All |                                                        |
|-----------|------|------|------------|--------------------------------------------------------|
| 4         | 3    | 2    | 1          | Not enough money to go to technical school or college  |
| 4         | 3    | 2    | 1          | The schools I have gone to                             |
| 4         | 3    | 2    | 1          | Lack of parents' interest                              |
| 4         | 3    | 2    | 1          | Racial discrimination                                  |
| 4         | 3    | 2    | 1          | Don't want to move                                     |
| 4         | 3    | 2    | 1          | Good jobs are getting too scarce in the U.S.           |
| 4         | 3    | 2    | 1          | Lack of good job opportunities in or near my community |
| 4         | 3    | 2    | 1          | No technical school or college nearby                  |
| 4         | 3    | 2    | 1          | Don't know enough about the opportunities that exist   |
| 4         | 3    | 2    | 1          | Not smart enough                                       |
| 4         | 3    | 2    | 1          | I do not know the "right" people                       |
| 4         | 3    | 2    | 1          | I will not try hard enough                             |

34. Do you participate in high school athletics? (Circle one number):

1. Yes      2. No      \*If yes, what sport or sports? (List)

---

- a.) If yes, have you ever lettered in a varsity sport in high school? (Circle one number):

1. Yes      2. No      \*What sport or sports? (List)

---

- b.) Have you ever made all-district, all-area or all-state in a varsity sport in high school? (Circle one number):

1. Yes      2. No      \*If yes, what sport or sports (List)

---

35. Generally over the past 5-8 years, have your parents stressed or emphasized that you should try to come out on top in sports, games, school and the like? (Circle one number):

1. Yes, they have stressed it a lot
2. Yes, they have stressed it somewhat
3. No, they seldom mention this
4. They haven't said one way or the other
5. No, they would rather I try not to do things better than other people

36. Generally over the past 5-8 years, how often have your parents praised or rewarded you when you did something well? (Circle one number):

1. hardly at all
2. sometimes
3. fairly often
4. very often
5. almost every time

37. Generally over the past 5-8 years, have your parents stressed that you take pride in the things you have done well? (Circle one number):

1. almost never
2. very seldom
3. once in a while
4. frequently
5. very often



38. Generally over the past 5-8 years, have your parents stressed or emphasized your being able to do things by yourself, like buying your own clothes, going places by yourself, etc.? (Circle one number):

1. almost never
2. very seldom
3. once in a while
4. frequently
5. very often

39. Listed below are some general statements about work. Circle the number that best corresponds with your attitude about the statement:

1. It is extremely important for me to have a very high income: 1. Yes 2. No
2. I spend a lot of time thinking about how to improve my chances of getting ahead: 1. Yes 2. No
3. Getting money and material things out of life is very important to me: 1. Yes 2. No
4. It is important to me to own material things, such as a home, car, or clothing which are at least as good as those of my neighbors and friends: 1. Yes 2. No
5. I am anxious to get further ahead: 1. Yes 2. No
6. Getting ahead is one of the most important things in life to me: 1. Yes 2. No

40. Listed below are a number of statements concerning attitudes you may hold. FOR EACH QUESTION CIRCLE THE ONE ANSWER YOU FEEL BEST DESCRIBES YOUR OPINION:

1. I prefer:
  - a. working with others
  - b. working by myself
2. I prefer jobs:
  - a. that I might not be able to do
  - b. which I'm sure I can do
3. I would rather learn:
  - a. fun games
  - b. games where I would learn something
4. I prefer a game:
  - a. where I'm better than anyone else
  - b. where everyone is about the same

## Question No. 41 Cont'd.

5. I would rather:
  - a. wait one or two years and have my parents buy me one big present
  - b. have them buy me several smaller presents over the same period of time
6. I would rather:
  - a. play a team game
  - b. play against just one other person
7. When I am sick, I would rather:
  - a. rest and relax
  - b. try to do my homework
8. I:
  - a. like giving reports before the class
  - b. don't like giving reports before the class
9. Before class tests I am:
  - a. often nervous
  - b. hardly nervous
10. When I am playing in a game or sport I am:
  - a. more interested in having fun than with winning
  - b. more interested in winning
11. When I am sure I can do a job:
  - a. I enjoy doing it more
  - b. I become bored
12. When I play a game:
  - a. I hate to lose
  - b. I love to win
13. After Summer vacation, I am:
  - a. glad to get back to school
  - b. not glad to get back to school
14. I talk in class:
  - a. less than other students
  - b. more than other students
15. I enjoy sports more when I play against:
  - a. one other player
  - b. several other players
16. If I were getting better from a serious illness, I would like to:
  - a. spend my time learning to do something
  - b. relax

## Question No. 41 Cont'd.

17. I like playing a game when I am:
  - a. as good as my playmate
  - b. much better than my playmate
18. I would prefer classes in which:
  - a. the students were all as good as one another at the work
  - b. I was better than almost all the others
19. When I do things to help at home, I prefer to:
  - a. do usual things I know I can do
  - b. do things that are hard and I'm not sure I can do
20. I would choose as work-partners:
  - a. other children who do well in school
  - b. other children who are friendly
42. Now we would like your opinions on a number of different things. Listed below are several statements. With each statement, some students agree and other students disagree. Please read each statement carefully and indicate by circling one letter whether you agree or disagree.
  - a.) In spite of what some people say, the condition of the average man is getting worse:
    1. strongly agree    2. agree    3. undecided
    4. disagree    5. strongly disagree
  - b.) It's hardly fair to bring children into the world with the way things look for the future:
    1. strongly agree    2. agree    3. undecided
    4. disagree    5. strongly disagree
  - c.) Nowadays a person has to live pretty much for today and let tomorrow take care of itself:
    1. strongly agree    2. agree    3. undecided
    4. disagree    5. strongly disagree
  - d.) These days a person doesn't really know who he can count on:
    1. strongly agree    2. agree    3. undecided
    4. disagree    5. strongly disagree
  - e.) There is little use writing to public officials because often they aren't really interested in the problems of the average man:

1. strongly agree    2. agree    3. undecided  
4. disagree    5. strongly disagree

43. In general, how are most decisions between you and your parents made? (Circle one number):

1. My parents usually don't care what I do
2. I usually can do what I want regardless of what my parents think
3. I usually can make my own decisions, but my parents would like for me to consider their own opinions
4. My opinions are usually as important as my parents in deciding what I should do
5. I have considerable opportunity to make my own decisions but my parents usually have the final word
6. My parents listen to me, but usually they make the decisions
7. My parents usually tell me what to do

44. Would you say that in your home it has been just about taken for granted that you will continue your education after you get out of high school? (Circle one number):

1. Yes    2. No    3. Do not know

45. Indicate your agreement or disagreement with the following statements by circling the appropriate number:

a.) What young people need most of all is strict discipline by their parents:

1. agree    2. no opinion    3. disagree

b.) Most people who don't get ahead just don't have enough will power:

1. agree    2. no opinion    3. disagree

c.) A few strong leaders could make this country better than all the laws and talk:

1. agree    2. no opinion    3. disagree

d.) People sometimes say that an insult to your honor should be forgotten. Do you agree or disagree with that?

1. agree    2. no opinion    3. disagree

46. Generally over the past 5-8 years or so, have your parents stressed or emphasized that you should try to do things better than other students? (Circle one number):



1. Yes, they have stressed it a lot
2. Yes, they have stressed it somewhat
3. No, they seldom mention this
4. They haven't said one way or the other
5. No, they would rather I try not to do things better than other people

47. Listed below are a number of general statements about work. Circle the number that corresponds with your attitude about the statement:

1. Getting the job that I desire is my most important goal:  
1. agree 2. disagree
2. In order to get the job I desire I would be willing to attend college for a number of years:  
1. agree 2. disagree
3. In order to get the job I desire I would be willing to postpone marriage for a number of years:  
1. agree 2. disagree
4. In order to get the job I desire I would be willing to give up having leisure time:  
1. agree 2. disagree
5. In order to get the job I desire I would be willing to move from my home town:  
1. agree 2. disagree
6. Getting the occupation I desire is important, but there are many other things in life that are more important:  
1. agree 2. disagree

48. Do you want to get married someday? (Circle one number):

1. Yes 2. No 3. Already married

a.) If you answered yes to the above question, or you are already married, answer the following questions:

- 1) At what age would you like to get married (or at what age were you married)? \_\_\_\_\_
- 2) How many children would you like to have? \_\_\_\_\_
- 3) How many children do you expect to have? \_\_\_\_\_
- 4) How many children do you think are ideal for the average American couple? \_\_\_\_\_

49. Of the kind of places listed below, in which one would you most desire to live for the rest of your life? (Circle one number):

1. In a large city
  2. In a medium city
  3. In a small city
  4. In a town or village
  5. In the country, but not on a farm
  6. On a farm
50. If you circled a number between 1 and 4, give the name of the place and the state in which you would most like to live (e.g. Chicago, Illinois or Mamou, Louisiana) \_\_\_\_\_
51. If you circled 5 or 6, give the state in which you desire to live, and the parish or county if you know it \_\_\_\_\_
52. From the kind of places listed in Question No. 49, what type of place do you really expect to live most of your life? (Place the number of this type of place in the following box): \_\_\_\_\_
53. If you expect to live in a village, town or city, give the name of the place and its state: \_\_\_\_\_
54. If you expect to live in the country or on a farm, give the name of the state and the county or parish if you know it: \_\_\_\_\_
55. How do you feel about U.S. involvement in the Vietnam War: (Circle the number that describes your feeling):
1. strongly agree    2. agree    3. no opinion
  4. disagree    5. strongly disagree
56. How do you feel about PROTESTS AGAINST the war? (Circle the item that describes your feeling):
1. I think anti-war protest should continue by any means effective, including violence
  2. I think anti-war protests should continue as long as they are non-violent
  3. I think all anti-war protests are unpatriotic and authorities should be allowed to stop them anytime they start
  4. I have no opinion concerning anti-war protests
57. If you agree with anti-war protests, would you personally participate in one? (If your answer to question 56 was 3 or 4, go on to the next question):
1. Yes, even a violent one
  2. Yes, provided it is non-violent
  3. No

58. How do you feel about demonstrations for the war? (Circle the item that describes your feelings):
1. I think pro-war demonstrations are right, even if they get violent
  2. I think pro-war demonstrations are right, as long as they are non-violent
  3. I think pro-war demonstrations should not be allowed under any circumstances
  4. I have no opinion concerning pro-war demonstrations
59. If you agree with pro-war demonstrations, would you personally participate in one? (If your answer to question 58 was 3 or 4 go on to the next question):
1. Yes, even a violent one
  2. Yes, provided it is non-violent
  3. No
60. What do you think should be done about Vietnam? (Circle one number):
1. Work toward an all out military victory in Vietnam
  2. Continue President Nixon's policy of gradual withdrawal
  3. Continue gradual withdrawal but at a faster pace
  4. Immediately pull all U.S. military forces out of Vietnam
  5. No opinion
61. What do your parents feel about U.S. involvement in Vietnam? They: (Circle one number):
1. strongly agree
  2. agree
  3. have no opinion
  4. disagree
  5. strongly disagree
  6. I don't know how my parents feel about Vietnam

NO. \_\_\_\_\_

As we mentioned before, your answers to these questions are strictly confidential. No information about particular persons will be given to your school or anyone else. However, we will need your name and address so that we can locate and contact you several years from now. Please give us the following information:

PLEASE PRINT

(a) Your Present Address

|                |                   |           |
|----------------|-------------------|-----------|
| First Name     | Middle<br>Initial | Last Name |
| Street address |                   |           |
| City or town   | County            | State     |
| Telephone No.  |                   |           |

(b) Name and Address of relative or friend (living at a different address from the one you gave above) who will always know where you are living if you should move in the next few years.

|                |                   |           |
|----------------|-------------------|-----------|
| First Name     | Middle<br>Initial | Last Name |
| Street address |                   |           |
| City or town   | County            | State     |
| Telephone No.  |                   |           |

THANK YOU FOR HELPING US!



## VITA

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PLACE OF BIRTH: New Orleans, Louisiana

PARENTS' NAME: James Butler, Sr.  
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The typist for this thesis was Kathy Anders.